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ABSTRACT

The purpose of this study was to assess the needs of Oklahoma for higher education programs and services in the years ahead, and to develop a plan for the various segments of the higher education enterprise. This report, together with one on junior colleges, is intended to provide the basis for a statewide master plan during the 1970s. Chapter 1 gives a brief overview of the growth of higher education in the state, and its prospects for the 70s. Chapter 2 discusses population and economic trends. Chapter 3 outlines the goals of higher education that are related to individual and social needs, the nature of higher education, effectiveness, and support. Chapter 4 reviews student enrollments by sex, class, geographic origin, academic aptitude, achievement, and student retention, and projects enrollment to 1980. Chapter 5 discusses the various functions and programs of higher education; chapter 6 the organization for control of higher education in the state; and chapter 7 Oklahoma's resources for higher education. Chapter 8 contains conclusions, recommendations, and suggestions for implementation. Appendix A contains a policy statement on off-campus classes and Appendix B degree programs available in Oklahoma's 4-year colleges and universities. (AF)

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THE ROLE AND SCOPE OF OKLAHOMA HIGHER EDUCATION

Guidelines for Planning in the Decade of the 1970's

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Oklahoma State Regents for Higher Education
State Capitol, Oklahoma City

February, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

The Second Session of the Thirty-First Oklahoma Legislature passed Senate Concurrent Resolution No. 37, requesting that the Oklahoma State Regents for Higher Education move as expeditiously as possible toward the achievement of " . . . a more coordinated, efficient and effective system of higher education." Citing the need for improvements in both the quality and quantity of Oklahoma higher education, the Legislature requested the State Regents to initiate steps to review all phases of higher education, " . . . in order to make the most of resources available and to meet the needs of the State for higher education to the greatest degree possible."

Prior to the Legislature's passage of SCR No. 37 in 1968, the State Regents had been engaged for a number of years in a comprehensive state-wide study of Oklahoma higher education needs and resources, and had already accomplished a considerable amount of review and research relating to Oklahoma higher education faculty, student enrollments, physical plant, finance, medical education, educational programs, and higher education goals. However, being cognizant of the need for continuing research and study, the State Regents set about to update their previous research and to broaden the scope of their concern into new areas.

In June of 1969, the State Regents approved a plan for a study of junior college needs and resources in Oklahoma. One month later the "Role and Scope" study was launched, designed to assess the needs of Oklahoma for higher education programs and services in the years ahead, and to develop a plan whereby a rational division of labor might be effected among the various segments of the higher education enterprise. This report, together with the report growing out of the junior college companion study, will comprise the building blocks out of which the State Regents will construct a statewide "master plan" for the development of Oklahoma higher education during the decade of the 1970's.

Many individuals and groups were involved in the process culminating in this publication. The research staff spent hundreds of hours in the compilation and verification of data contained in the tables and illustrations, as well as in drafting the manuscript. The State Regents took time off from their busy schedules on several occasions to study and digest the research material and to meet with consultants to draw rational implications for public policy development. Others involved at various stages of the study were legislators, the Governor, industrial leaders in Oklahoma, and higher education advisers from Oklahoma and outside the state.

Special recognition and thanks are due the higher education consultants who worked with the State Regents and staff during the course of this study. These consultants not only came to Oklahoma on several occasions to meet with the State Regents and the research staff, but each also furnished a written critique of the study. The names of the consultants, together with their titles and institutional affiliations, are printed in the introductory pages of this report.

E. T. Dunlap
Chancellor

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CHAPTER I

INTRODUCTION

The decade of the 1960's might well be remembered as the revolutionary decade in American higher education, for it was in that ten-year period that the evolutionary processes which formerly characterized the operation of colleges and universities were replaced by revolutionary change. During the 1960's the public policy decision was made that everyone should have an opportunity to go to college, and almost everyone took advantage of it. Between 1960 and 1968, college enrollments doubled.[1] Thus, higher education found itself in the unenviable position of trying to duplicate in a single decade what had previously taken decades of decades to accomplish.

Growth of Higher Education in the 1960's

The problem of the 1960's was primarily one of numbers — numbers of students, dollars, faculty, classrooms, parking spaces, dormitories — but chiefly one of students. Between 1960 and 1970, the college-age population of the United States increased by one-half,[2] and the percentage of this population group going to college also increased markedly.[3] In order to accommodate the influx of new students, the various state governments, with an assist from the federal level, built dozens of new four-year colleges, and literally hundreds of new community colleges — five hundred in fact.[4] In addition to the creation of new institutions, the expansion of existing institutions was also undertaken on a massive scale.

TABLE 1
HIGHER EDUCATION GROWTH IN THE UNITED STATES 1960-1970

	1959-60	1969-70	% change 1959-60 to 1969-70
ENROLLMENT			
Total	3,572,000	7,696,000	+115%
Public Institutions	2,134,000	5,619,000	+163%
Private Institutions	1,438,000	2,077,000	+ 44%
DEGREES			
Bachelor's and First Professional	389,183	772,000	+ 98%
STAFF			
Fulltime equivalent instructional staff	200,850	378,000	+ 88%
EXPENDITURES			
(in billions of 1968-69 dollars)			
Total	$8.4	$21.9	+161%
Public Institutions	4.7	14.0	+198%
Private Institutions	3.7	7.9	+114%

SOURCE: *The Chronicle of Higher Education*, January 12, 1970.

Providing the resources for such an expanded higher education program was not an easy task, but the nation proved equal to it. Table 1 shows that although higher education enrollments increased by 115 per cent between 1959 and 1969, higher education expenditures went up by 161 per cent during the same period. That level of increase could not have been accomplished without an unusual commitment to higher education on the part of the nation.

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1 Enrollment in higher education increased from approximately 3.8 million in 1960 to almost 7.6 million in the fall of 1968. U. S. Office of Education, "Projections of Educational Statistics to 1977-78," O-E-10030-68, 1968.

2 The population 18-24 years of age increased from 15.6 million in 1960 to an estimated 24 million in 1970, an increase of 53.9 per cent. U. S. Bureau of the Census, "Current Population Reports," Series P-25, No. 326, February 7, 1966; No. 375, October 3, 1967.

3 The percentage of the population 18-21 years of age in college increased from 39 per cent in 1960 to 50 per cent in 1966. John K. Folger, "Can the States Support Higher Education in the Future?", from "Proceedings: A Symposium on Financing Higher Education," Southern Regional Education Board, June 12, 1969, Figure 1.

4 Edmund J. Gleazer, Jr., *This is the Community College*, Houghton Mifflin Company (Boston, 1968), p. 4.

Oklahoma Higher Education Trends

In Oklahoma, as in the nation at large, higher education enrollments burgeoned, and significant expansions took place in facilities and expenditures. From 1959 to 1969, enrollments doubled in the public sector, going from about 40,000 to 80,000. State System institutions thus added as many students in ten years as had been added during the previous seventy years. At the beginning of the decade, the average Oklahoma community of 10,000 people sent 237 students off to college. By the end of the decade, that same community had 404 students in college. In 1959, one Oklahoman in forty-two was in college. In 1969, the figure was one in twenty-five.

Throughout most of its early history, Oklahoma was burdened with too many public colleges and too few students and dollars with which to operate these institutions. Suddenly, in the 1960's, the state found itself in the enviable position of being able to meet the needs of a doubled enrollment with relatively little institutional expansion. Thus, what had been a political and educational liability in 1960 became a valuable asset toward the middle of the decade. Some colleges which had been marginal were able to take on additional students and make substantial educational gains while reducing or maintaining their per capita operating costs. The size of the average state institution increased from 2,000 in 1960 to 4,000 at the end of the decade.

Because of lower-division enrollment pressures on those institutions located near the rapidly growing urban centers of Oklahoma City and Tulsa, selective admissions standards were established in 1963 for the universities and four-year colleges in The Oklahoma State System of Higher Education. That development in turn helped to trigger a new junior college movement in the two urban centers. The 1967 Oklahoma Legislature passed Senate Bill No. 2, which enabled municipalities to petition for the establishment of local community junior colleges. That legislation also provided for state aid to community junior colleges for both current operations and capital outlay. Two new public junior colleges are scheduled to begin operating in the fall of 1970: Tulsa Junior College, Tulsa, and Oscar Rose Junior College, Midwest City. Also, the citizens of the Capitol Hill area of Oklahoma City recently voted for the establishment of a community junior college in that political jurisdiction.

Other Indicators of Activity

Another significant indicator of activity on the Oklahoma higher education front during the 1960's was an increase in total budget funds for educational operations from $40 million in 1959-60 to $107.7 million in 1969-70, a percentage increase of 167 per cent over the decade. Legislative appropriations to the State System for capital purposes exceeded $143 million for the decade. That total of state funds should ultimately produce approximately $235 million in construction of new academic facilities, including both state and federal funds already expended or expected to be forthcoming.

Also, the number of master's degrees conferred by Oklahoma colleges and universities doubled during the 1960's and doctor's degrees increased from 92 to 412, a 350 per cent increase. The functions of the Oklahoma College for Women were changed in 1965 to permit that institution to become coeducational, and a new experimental institution, the Oklahoma College of Liberal Arts, was the result. Cameron State Agricultural College, a two-year institution for a half-century, became a four-year college beginning in 1967. Toward the close of the decade, the Oklahoma Military Academy, traditionally an institution for men, began to accept the enrollment of women, making all of the institutions in Oklahoma coeducational in nature.

In retrospect, several discernible trends and movements were operative in Oklahoma higher education during the 1960's, some of the most important of which were the following: (1) the doubling of enrollments in the State System from 40,000 to 80,000; (2) the increase in total budget funds for educational operations from $40 million to more than $107 million for State System institutions; (3) the provision of more than $143 million in state funds for capital purposes by the Oklahoma Legislature, which funds, when matched by federal and other funds, will produce $235 million for construction of academic facilities between 1965 and 1975 alone; (4) the development of a junior college movement within the urban areas of Oklahoma City and Tulsa; and (5) the increased par-

ticipation of the federal government in the financing of higher education teaching facilities, student aid programs, and sponsored research activities.

Research During the 1960's

Fortunately, the growth and changes which occurred in Oklahoma higher education in the decade of the 1960's were not entirely unanticipated, although the magnitude of those changes was greater than had been envisioned by many of the forecasters. At the beginning of the decade, the shadow of the "war babies" from World War II was already beginning to fall upon institutions of higher learning. To meet the anticipated demand for new enrollment space in public institutions, the 28th Oklahoma Legislature in 1961 expressed its growing awareness and concern in the following words:

> . . . it is the conviction of the legislature that to meet the challenge of this new world in public higher education in Oklahoma, and in consideration of expanding enrollments which are expected to double by 1970 with the obvious need for additional facilities, adtional instructional staff, discovery of new and improved techniques of instruction and research, studies of the Oklahoma State System of Higher Education in every area of its responsibility should be initiated and vigorously pursued.[5]

As a result of the Legislature's concern and willingness to underwrite a long-range planning effort in higher education, Oklahoma was able to meet the challenges of the 1960's. The Oklahoma State Regents for Higher Education began late in 1961 to develop a plan for a comprehensive statewide study to project the needs of Oklahoma's people for higher education and to determine the resources necessary to meet those needs. In 1962, the State Regents published the first in a series of "self-studies" whose purpose was to gather data essential to long-range planning, and to present recommendations needed to implement the research findings. Between 1962 and 1968, a total of eight major reports was completed, dealing in the areas of faculty, students, finances, physical facilities, medical education, educational programs, and higher education goals. Those reports, together with a summary report entitled "Status and Direction of Oklahoma Higher Education," presented some 89 recommendations for the improvement of higher education in Oklahoma, the majority of which were subsequently implemented.

Prospect for the 1970's

Even though the research and planning accomplished during the 1960's served to meet the needs of that decade, much remains to be done before the challenges of the 1970's are surmounted. The maintenance of good planning, like the maintenance of freedom, requires eternal vigilance: both activities must be continuous to be effective. The Oklahoma Legislature showed its awareness of this problem in 1968 with the passage of Senate Concurrent Resolution No. 37, requesting that the Oklahoma State Regents for Higher Education move as expeditiously as possible toward the achievement of " . . . a more coordinated, efficient and effective system of higher education." Citing the need for improvements in both the quality and quantity of Oklahoma higher education, the Legislature requested the State Regents to initiate steps to review all phases of higher education, " . . . in order to make the most of resources available and to meet the needs of the state for higher education to the greatest degree possible."

The Plan for the Study

In June of 1969, the State Regents approved a plan for a study of junior college needs in Oklahoma. That study should provide a partial answer to the provision of adequate and efficient higher education opportunity within the state. However, that study will not meet the needs for higher education planning and decision-making information at the upper-division and graduate levels, but will be confined to lower-division institutions and programs in its coverage. Therefore there is a need for a companion study to cover a wider spectrum of needs in connection with upper-division and graduate level functions and programs.

It is hoped that the current study will lay the groundwork for sound decision-making by the

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[5] Section 5, Paragraph 4, House Bill No. 553, Twenty-Eighth Oklahoma Legislature.

[1] U. S. Bureau of the Census, *United States Census of Population, 1960: Oklahoma: General Social and Economic Characteristics,* Table 17.

State Regents with respect to the provision of adequate and geographically accessible higher education opportunity in Oklahoma for the decade to come, with special emphasis on upper-division and graduate-level institutions and programs, in order that "a more coordinated, efficient and effective system of higher education" might be achieved for Oklahoma.

Purposes of the Study

The following are the purposes of this study of higher education needs in Oklahoma for the decade of the 1970's:

General Purposes

1. To identify the needs of the people of Oklahoma for higher education from now through 1980, with particular emphasis on upper-division and graduate-level programs and opportunities.
2. To make an inventory and analysis of higher education resources currently available in Oklahoma at the upper-division and graduate levels.
3. To study the structural and organizational relationships of four-year colleges and universities to junior colleges, high schools, and area vocational schools as they apply to available resources.
4. To develop a Master Plan for the provision of comprehensive upper-division and graduate-level education in Oklahoma in which is set forth the role of each institution and the scope of its educational activity.

Specific Purposes

1. To project the number of students expected to seek higher education opportunity in Oklahoma between now and 1980, with particular emphasis on upper-division and graduate-level enrollments.
2. To develop, in cooperation with State-System institutions, statements of function describing the role and scope of each institution in an articulated Master Plan for Oklahoma higher education.
3. To develop an inventory of educational programs and courses currently authorized to be offered at each institution in the State System.
4. To determine the most efficient and effective means of providing higher education opportunity adequate to the needs of industrial communities with increasing demands for comprehensive higher education opportunities through the graduate level.

Scope and Procedures

This report will seek to update previous studies accomplished by the State Regents in the series on the self-study of higher education in Oklahoma. Specifically, the report will concern itself with Oklahoma population distribution and trends, goals for Oklahoma higher education, institutional structure and function, higher education enrollments and projections, educational programs and services, and other related areas of study.

In July of 1969, the State Regents adopted the plan for the study and directed their staff to begin its accomplishment. In order that the best minds available might be brought to bear on Oklahoma's higher education problems, the study has utilized the services of many individuals and institutions both from within and outside the state. Recognized authorities in higher education planning from across the nation have been utilized as consultants, and consultation has been sought from a number of nationally recognized agencies.

Individuals participating as consultants in the study, together with their agency or institutional affiliations, are Dr. James L. Miller, Jr., Director for the Study of Higher Education at the University of Michigan; Dr. Earl McGrath, formerly U. S. Commissioner of Education, more recently associated with Teachers College, Columbia University, and now Director of the Higher Education Center at Temple University; Dr. John Dale Russell, for many years nationally known and respected in the field of higher education planning, particularly in the areas of finance and organization; Dr. Lyman Glenny, Associate Director of the Center for the Study of Higher Education at the University of California — Berkeley; Dr. S. V. Martorana, Vice Chancellor for Two-Year Colleges at the State University of New York; Dr. James Wattenbarger, Director of the Institute of Higher Education at the University of Florida; and Dr. J. B. Culpepper, formerly Chancellor of the Florida University System, now, Vice President for Administration at Texas Woman's University.

Also, individuals and institutions in Oklahoma have been invited to participate in the study in various capacities, including leaders in Oklahoma higher education, members of the Oklahoma Legislature, the Governor, and leading citizens of the state. In this manner, many of those in positions of responsibility have been informed participants in the study process, and thus the chances for maximum implementation of the conclusions and recomendations have been considerably enhanced.

Use of the Findings

It is hoped that this research, some of which is new, and some updated, together with other research currently under way in connection with junior college education within the state, will help the State Regents and others in positions of higher education responsibility to plan intelligently for the decade of the 1970's. Future demands on higher education will continue to rise as the percentage of Oklahoma high school graduates going on to college moves toward universal enrollment at the 13th and 14th grade levels, and as upper-division and graduate programs of education expand to accommodate the ever-increasing knowledge explosion. These factors, coupled with increasing demands expected to be placed on institutions of higher learning by expanding business and industry, present challenges of great magnitude to those in Oklahoma higher education leadership positions over the next decade.

If Oklahoma is to meet its educational challenges between now and 1980, higher education programs and services must be made available in sufficient quality and quantity to serve not only the needs of expanding enrollments and expanding industry, but expanding goals and aspirations as well. Without careful planning, however, these goals and aspirations cannot be realized. There must be maximum use of available resources, both human and material. Obsolete programs and unnecessary duplication of institutional efforts must be eliminated; and more efficient and effective educational practices must be instituted in their place. Technology must be harnessed and put to work in the classroom as well as in the factory, and educational production must rise at a greater rate than the increase in productivity in the industrial and business sector. Otherwise, the task confronting us will not likely be accomplished.

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Chapter II

DEMOGRAPHIC AND ECONOMIC TRENDS

The future demands which will be placed on higher education in Oklahoma are contingent upon a number of factors, such as the makeup and geographic distribution of the population; the overall health of the economy; the demands of government, business and industry for trained manpower; the level of commitment on the part of citizens to make higher education opportunity available; and the extent to which people elect to take advantage of educational opportunity. As background data for arriving at the future role of colleges and universities in Oklahoma, Chapter II will present and analyze trends of a demographic, economic and sociological nature. From these trends, extrapolations will be made and projections developed to the year 1980. It is hoped that this process will not only help to get at the nature of the demand for higher education programs and services in the decade of the 1970's, but will also lead to the development of a rational plan for the provision of these programs and services.

Oklahoma Population Trends

Analysis of Oklahoma's population reveals two long-term trends in process. First, the population continues to shift from rural to urban in its makeup; second, the average age of the population continues to rise in comparison with previous years, the result of heavy outmigration on the part of young people and young adults. As recently as 1940, two-thirds of Oklahoma's people still lived on the farms and in the small towns. By 1950, the ratio was half-and-half. At the beginning of the 1960's, the scales had tipped to 60-40. Today, more than two-thirds of the people live in cities and other urban places, while less than one-third remain in small towns and on the farms.

With regard to age, Oklahoma's people continue to mature. In 1900, the median age of the population was 19 years. Successive decades saw the median age rise to 20; 21; 23; 26; 29; and 30.[1] Part of this aging trend can be attributed to a natural process resulting from the influx and gradual aging on the part of many young people who came to Oklahoma during territorial days. Much of the rise, however, must be attributed to heavy outmigration on the part of many young people who left Oklahoma in recent decades, leaving their parents behind to retire and grow old.

Total Population

Oklahoma's total population has fluctuated considerably over the past three decades, dropping from 2,396,040 in 1930 to a low of 2,233,351 in 1950 before rebounding during the last half of the 1950's. The 1960 Census showed the population to be 2,328,284, up 95,000 people from the previous decade, an increase of 4.3 per cent. Recent years have seen an even sharper increase. The 1968 population estimate by the Oklahoma Employment Security Commission was 2,525,000, an increase of 8.4 per cent since 1960. Meanwhile, the United States population was rising from 179,992,000 to 201,150,000, an increase of 11.8 per cent. Table 2 presents these figures for both Oklahoma and the nation.

TABLE 2

OKLAHOMA POPULATION TRENDS SINCE 1930, AS COMPARED WITH UNITED STATES RESIDENT POPULATION FOR THE SAME YEARS

Year	Oklahoma	Per Cent of Inc. or Dec.	United States (000's)	Per Cent of Inc. or Dec.
1930	2,396,040	—	123,077	—
1940	2,336,434	(2.5)	132,457	7.6
1950	2,233,351	(4.4)	151,868	14.7
1960	2,328,284	4.3	179,992	18.5
1968	2,525,000	8.4	201,150	11.8

SOURCES:

Oklahoma: OSU College of Business, *Research Series Number 4: Oklahoma Population Trends*, Table 13. For 1968, Oklahoma Employment Security Commission, *Oklahoma Population Estimates*. November, 1968.

United States: U. S. Bureau of the Census, *Statistical Abstract of the United States: 1966*. For 1968, *Population Estimates, Series P-25, No. 420*, April, 1969.

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[1] U. S. Bureau of the Census, *United States Census of Population, 1960: Oklahoma: General Social and Economic Characteristics*, Table 17.

TABLE 3

OKLAHOMA'S POPULATION CHANGES, BY COMPONENTS DURING EACH DECADE OF THE 1930-60 PERIOD

Period or Decade	Births* (1)	Deaths* (2)	Natural Increase (Col. 1 - Col. 2) (3)	Net Migration (4)	Net Population Change (Col. 3 + Col. 4) (5)
1930-40	524,702	267,938	256,764	— 316,370	— 59,606
1940-50	527,970	206,004	321,966	— 425,049	— 103,083
1950-60	519,968	206,482	313,486	— 218,553	94,933
1930-60	1,572,640	680,424	892,216	— 959,972	— 67,756

*Births and deaths were adjusted for underregistration during 1930 to 1960 and for place of residence instead of place of occurrence in 1930-40.

SOURCE: Richard W. Poole and James D. Tarver, OSU College of Business: *Research Series Number 4: Oklahoma Population Trends*, January 1968, page 49.

Components of Population Change

Between 1930 and 1960, approximately 1,570,000 births and 680,000 deaths occurred in Oklahoma, resulting in a natural increase of nearly 900,000 persons. Had there been no outmigration, Oklahoma's population would have increased, rather than decreased during that 30-year period. Net migration from the state was larger than the natural increase in population during both the 1930-40 and 1940-50 decades, resulting in a population decrease in both of those decades. However, during the decade 1950-60, the natural increase was larger than the population loss due to outmigration, resulting in a population increase in 1960 over 1950. Table 3 shows the population changes in Oklahoma by components from 1930 to 1960.

When migration figures for the decades 1930 to 1960 are analyzed, they reveal that Oklahoma has been losing its most valuable natural resource — its productive-age adults and its young people — at an alarming rate.[2] The greatest losses percentage-wise through migration have occurred in the age-bracket between 20 and 30 years of age. Table 4 indicates that between 1930 and 1960, there was a net movement from Oklahoma of nearly 310,000

[2] Data on population components and migration were obtained from an excellent publication from the OSU College of Business by Richard W. Poole and James D. Tarver, previously cited as a source in this report.

TABLE 4

DISTRIBUTION OF OKLAHOMA'S POPULATION, BY AGE GROUPS, 1930-60

Age	Year 1930	1940	1950	1960
Total	2,396,040	2,336,434	2,233,351	2,328,284
0-4	264,652	219,326	240,458	242,747
5-9	285,970	226,325	211,222	234,499
10-14	258,142	237,232	187,701	220,473
15-19	252,865	241,064	178,872	184,053
20-24	230,991	199,358	166,422	145,177
25-29	197,342	189,776	168,673	136,624
30-34	168,810	178,316	152,762	142,703
35-39	160,742	162,194	155,009	149,163
40-44	133,135	138,921	147,428	138,831
45-49	114,174	126,964	131,715	138,596
50-54	99,049	108,082	113,988	130,551
55-59	76,815	90,391	100,476	117,881
60-64	56,424	73,551	84,703	98,155
65-69	39,693	63,713	75,260	88,339
70-74	28,594	40,830	53,991	69,046
75-79	16,655	22,541	36,463	48,231
80-84	7,986	11,959	19,036	26,617
85 and over	4,001	5,891	9,172	16,598
Median Age	23.0	26.2	28.9	30.0

SOURCE: Richard W. Poole and James D. Tarver, OSU College of Business: *Research Series Number 4: Oklahoma Population Trends*, January 1968, page 51.

persons between 20 and 30 years of age on the terminal year of the decade. Therefore, migrants from the state were mainly young adults in their productive years. Not only did Oklahoma suffer a loss in potential output and contribution on the part of these young adults, but the state had previously made a considerable educational investment in this age-group, ranging from perhaps $3,000 to $4,000 each for high school graduates to as high as $7,000 each for college graduates with a baccalaureate degree. Those with graduate degrees probably cost in the neighborhood of $10,000 each, not counting the loss suffered by the state in taxes foregone during the college-going years.

Table 4 also shows that the college-age population group (those between 15 and 25) decreased by more than one-third over the past three census periods in Oklahoma. This is rather astounding in view of the fact that college enrollments quadrupled during the same time-span. Meanwhile, those citizens 65 years of age and older increased by more than two and one-half times, from approximately 100,000 in 1930 to a total of 250,000 in 1960. That order of increase, coupled with the generous welfare benefits paid to older citizens of Oklahoma, explains why the state's welfare expenditures continue to increase substantially even during a time of economic affluence.

Population Outlook

Population forecasts indicate that Oklahoma can look forward to a stabilizing of its outmigration over the next decade, with a resulting increase in overall population. Table 5 shows that between 1968 and 1980 the population is due to increase from an estimated 2,525,000 to more than 2,800,000, about one per cent per year. This percentage increase is slightly under that projected for the United States as a whole for the same period, which population should rise from a figure of 201,150,000 in 1968 to a projected 235,212,000 in 1980, a percentage gain of 16.9. Thus Oklahoma's projected increase is expected to drop the state's share of the national population from its present figure of 1.26 per cent to approximately 1.20 per cent.

Perhaps more important than overall growth is the projected growth by geographic area of the state. The Oklahoma City and Tulsa Standard Metropolitan Statistical Areas are expected to absorb the lion's share of the anticipated increases to 1980. Whereas in 1960 those two areas housed about 40 per cent of the state's population, by 1980 almost 46 per cent of the population is projected to

TABLE 5

OKLAHOMA POPULATION FORECASTS BY AREA, 1968-80

Area	1960	1968	1970	1975	1980
Oklahoma City SMSA	511,833	601,600	610,800	667,300	716,900
Tulsa SMSA	418,974	456,900	467,400	498,200	563,500
Southwest Area	339,204	373,700	374,600	376,300	380,900
Northeast Area	326,749	338,600	341,100	354,300	365,100
North Central Area	215,093	225,100	225,900	236,600	244,800
South Central Area	230,669	228,600	229,500	234,500	236,200
Southeast Area	177,876	189,100	189,800	191,700	192,900
Northwest Area	107,886	111,400	111,900	112,500	113,800
Total	2,328,284	2,525,000	2,551,000	2,671,400	2,814,100
Total U. S. (000)	179,992	201,150	206,039	219,366	235,212
Oklahoma as a Per Cent of U. S.	1.29%	1.26%	1.24%	1.22%	1.20%

SOURCE: Neil J. Dikeman, Jr., and A. G. Homan, "Oklahoma Population Outlook: 1970-1980," *Oklahoma Business Bulletin*, December, 1969, page 20.

live in those areas. This will mean that approximately half of Oklahoma's high school graduates will be coming from Oklahoma City and Tulsa in 1980, creating the need for higher education opportunities far in excess of what is now available in those two areas. Between them, the Tulsa and Oklahoma City areas are due to increase by more than 20 per cent between 1968 and 1980, whereas no other area of the state is projected to grow by more than 8 per cent during the same period.

Population Outlook by Age Category

Complete statistics by age-category are not available for Oklahoma after 1960. However, Figure 1 shows the birth pattern for the state since 1940. The number of births in Oklahoma hovered around the 40,000 figure during the depression years, but shot up to 50,000 and beyond during the late 1940's, remaining at that level throughout the 1950's. Beginning in 1959, the number of births dropped steadily each year for eight years, reaching a 30-year low of 38,885 in 1966. The children born during those years of lowered births have now begun to make their way into the elementary schools of the state, and will depress enrollments in the elementary and secondary levels between now and 1980, when an upturn should begin. About 1980, higher education should begin to feel a downturn based on the lag in births during the 1960's.

Provided that the pattern in Oklahoma follows substantially the pattern at the national level, there will be significant increases in the college-age population between 1970 and 1980, particularly in the bracket between 20 and 30 years of age. The number of young people 18 and 19 years of age is expected to increase by 17.6 per cent between 1970 and 1980, going up from 7.3 million in 1970 to 8.6 million in 1980. That is the age-bracket from which about 40 per cent of the college students currently come. An even larger increase will occur among those 20 and 21 years of age. However, as shown by Table 6, the greatest increases in population will occur among those of ages 22 and above. For example, those between 25 and 29 years of age will increase by 40 per cent between 1970 and 1980, while those between 30 and 34 will show a 53 per cent increase.

The effect of these population increases on higher education cannot as yet be predicted with accuracy. However, in view of past trends, it is probably safe to say that the percentage of students 21 years of age and older in higher education will go up vis-a-vis students under 21 years of age. Also, it can be predicted with some degree of assurance that both the number and percentage of

TABLE 6

COLLEGE AGE POPULATION (18-24) IN THE UNITED STATES, 1968 WITH PROJECTIONS FOR 1970, 1975 AND 1980

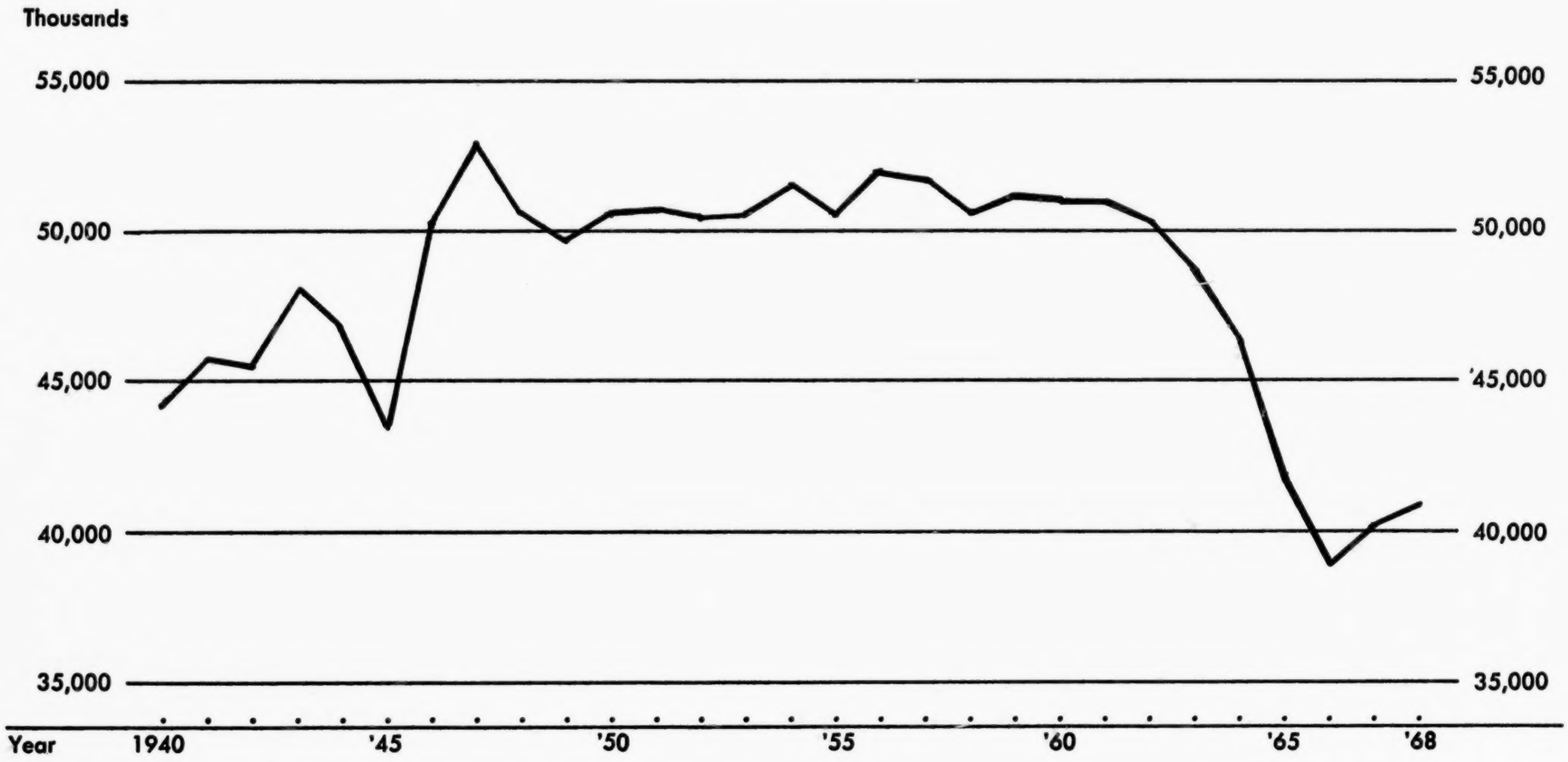
(In Thousands)

Age	Population				% of Inc. 1980 over 1970
	1968	1970	1975	1980	
16 & 17 Years	7,265	7,759	8,378	8,325	7.3
18 & 19 Years	6,587	7,328	8,236	8,615	17.6
20 & 21 Years	6,063	7,083	8,000	8,456	19.4
22 to 24 Years	7,912	10,178	11,300	12,541	23.2
25 to 29 Years	12,390	13,878	17,448	19,476	40.3
30 to 34 Years	10,726	11,436	13,974	17,522	53.2
Totals	50,923	57,662	67,336	74,935	30.0

SOURCE: U. S. Bureau of the Census, *Current Population Reports*, Series P-25, No. 381, Projection of the Population of the United States by Age, Sex and Color to 1990," pp. 89-91.

FIGURE 1

NUMBER OF BIRTHS IN OKLAHOMA
1940 THROUGH 1968



SOURCE: University of Oklahoma Bureau of Business Research, "Oklahoma Data Book: 1968." November, 1968.

students attending graduate school will increase substantially, and it is at this level that the greatest pressures and demands will be felt, both nationally and in Oklahoma.

As stated previously, the age-components of the population are not as yet available for Oklahoma on a projected basis. However, the number of high school graduates to be produced by the state's secondary schools is projected to increase by approximately 5,000 between 1970 and 1980, assuming the continuation of current retention and migration patterns. It is therefore assumed that Oklahoma colleges and universities will experience the same pressures from adults in the 20-to-30 year age bracket over the next decade as colleges across the nation.

TABLE 7

RACIAL DISTRIBUTION OF OKLAHOMA POPULATION 1960, BY STATE AND MANPOWER REGIONS

Manpower Region	White	Negro	Indian	Other	Total
1. Oklahoma City SMSA	463,689	41,071	6,453	620	511,833
2. Tulsa SMSA	380,474	30,551	7,608	341	418,974
3. Northwest	68,568	17	319	17	68,921
4. North Central	221,447	9,144	4,339	345	235,275
5. Northeast	141,350	3,096	7,146	92	151,684
6. Mid-Eastern	148,519	23,347	12,830	155	184,851
7. Southeast	141,843	12,583	7,386	118	161,930
8. East Central	99,999	8,372	6,733	81	115,185
9. South Central	130,367	6,738	3,273	49	140,427
10. Southwest Central	197,703	13,039	6,523	616	217,881
11. Southwest	113,941	5,126	2,079	177	121,323
TOTAL	2,107,900	153,084	64,689	2,611	2,328,284

PERCENTAGE TABLE

Manpower Region	White	Negro	Indian	Other	Total
1. Oklahoma City SMSA	90.6	8.0	1.3	0.1	100.0
2. Tulsa SMSA	90.8	7.3	1.8	0.1	100.0
3. Northwest	99.5	0.0	0.5	0.0	100.0
4. North Central	94.1	3.9	1.8	0.2	100.0
5. Northeast	93.2	2.0	4.7	0.1	100.0
6. Mid-Eastern	80.4	12.6	6.9	0.1	100.0
7. Southeast	87.6	7.8	4.5	0.1	100.0
8. East Central	86.8	7.3	5.8	0.1	100.0
9. South Central	92.8	4.8	2.3	0.1	100.0
10. Southwest Central	90.7	6.0	3.0	0.3	100.0
11. Southwest	93.9	4.2	1.7	0.2	100.0
TOTAL	90.5	6.6	2.8	0.1	100.0

SOURCE: U. S. Bureau of the Census, "United States Census of Population, 1960: Oklahoma, General Population Characteristics," Table 28.

Outlook by Racial Characteristics

Table 7 shows the racial characteristics of the Oklahoma population in 1960, by Manpower Region. In that year, 90.5 per cent of the population was classified as white, with the remaining 9.5 per cent nonwhite. Only two minority groups, Negroes and Indians, showed sizable strength in 1960, with Negroes numbering approximately 153,000 and Indians approximately 65,000, to make up 6.6 per cent and 2.8 per cent of the total population, respectively. Both groups were heavily concentrated in the urban areas of the state, particularly the regions containing Oklahoma City, Tulsa, Lawton, and Muskogee.

It would be surprising if the proportion of the nonwhite population did not increase in the 1970 decennial census, with that census also expected to show an increasing percentage of the nonwhite population concentrated in the urban areas of Oklahoma City and Tulsa. Those trends, if confirmed, will have considerable impact on higher education planning for the urban areas of the state.

Economic Trends

Much of the shifting of Oklahoma's population has resulted from economic changes which have occurred in the state since 1930. Prior to that time agriculture was the principal economic base with cotton, corn and wheat the basic cash crops. Along with cattle raising, these still contribute greatly to the overall economy, but to an increasingly smaller percentage of the population. In 1968, the estimated value of Oklahoma's wheat crop was $153 million and that of cattle and calves was $578 million.

Agricultural Employment

Yet over the years Oklahoma agriculture has undergone dramatic changes. To illustrate this, the U. S. Census of Agriculture, 1964, (Table 8) showed the number of farms at 88,726, down from 213,325 in 1935 or off about 58 per cent in three decades. At the same time, the average farm size rose to 407 acres compared with 166 acres earlier. Like national experience, the trend reflected farm consolidation, mechanization and technical advances in agriculture. As would be anticipated, a considerable shift from farm employment to non-agricultural pursuits occurred. U. S. Census data for 1960 confirmed the change. Less than one-tenth of those employed were in farming, compared to about one-third twenty years earlier. Wages and salaries paid to farm workers also declined as a percentage of total wages and salaries and as a percentage of total personal income. Wages paid hired farm workers accounted for only a little more than one per cent of total wages and salaries in Oklahoma and only a fraction of one per cent of total personal income.[3]

As indicated earlier, these developments in agriculture have not detracted from its overall significance to the state's economy. Rather, mechanization and technical advances in agriculture have greatly increased productivity while involving a smaller and smaller portion of the population in that production. As a result, many agricultural workers have turned from the rural areas to the cities and towns for employment. This trend has been enhanced somewhat by the rising importance of mining and manufacturing.

TABLE 8

NUMBER OF OKLAHOMA FARMS, LAND IN FARMS, AVERAGE SIZE, SELECTED YEARS, 1935-1964

Year	Farms (Number)	Land in Farms (Acres)	Average Size (Acres)
1935	213,325	35,334,870	166
1940	179,687	34,803,317	194
1945	164,790	36,161,822	219
1950	142,246	36,006,603	253
1954	118,979	35,630,045	300
1959	94,676	35,800,688	378
1964	88,726	36,400,000	407

SOURCE: U. S. Census of Agriculture, 1964, Table 16.

Mineral Production

Historically, coal production has made a significant contribution to the Oklahoma economy. However, production peaked in 1920 and declined during the depression years. By 1967, less than 250 men were employed in the industry.[4] Late in 1967,

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[3] Peach, Nelson W., Poole, Richard W., Tarver, James D., *County Building Block Data for Regional Analysis*, Oklahoma State University.

[4] *Fifty-Ninth Annual Report*, Department of Mines, Oklahoma City, 1967.

two underground mines were opened in Eastern Oklahoma and a favorable market for metallurgical coal, adequate coal reserves and a low-cost water transportation system by 1970 indicate a reemphasis in the production of this mineral.

Lead and zinc production were also among the state's early mining ventures. By 1920, boom towns were created in northeast Oklahoma as production increased to the point that the state was a leading national producer. Since World War II, the depletion of reserves and unfavorable market conditions resulted in a declining production until by 1967 fewer than 200 men were employed in the industry.[5]

Today, petroleum and natural gas dominate Oklahoma's mineral production. In 1965, oil or gas was produced in 69 of the 77 Oklahoma counties. According to the **Minerals Yearbook,** the value of crude petroleum produced in 1965 was about $588 million while natural gas and natural gas liquids amounted to $249 million. Despite the fact that the industry has become highly automated approximately 95 per cent of the state's mining industry workers are employed in it.[6]

One of the really significant changes in the Oklahoma economy has developed in manufacturing. This has been particularly true since World War II. State and community leaders recognized the need for stabilizing and expanding the state's economic base and initiated a program to encourage the location and development of industry within the state. This program has been intensified during the last ten years.

Employment in Manufacturing

In 1929, less than 40,000 persons were employed in manufacturing with Oklahoma, Tulsa and Kay counties leading in the value of goods produced.[7] At that time, meat packing, petroleum refining, foundry and machine shop products were most important. By 1947, factory employment had reached 62,500 with a product value of over $341 million. Manufacturing growth in the state has been substantial during the past seven years with nearly 30,000 new jobs since 1962. By 1967, there were approximately 115,000 persons employed in state factories, as shown in Figure 2.

Tulsa and Oklahoma City regions, where six out of every ten factory jobs are located, continue to dominate the picture. In the past few years, however, industrialization has spread into smaller communities, attracted to areas that offer large supplies of available labor along with other favorable factors. Manufactured products range from airplanes and missile components to carpets and apparel. Indications are that expansion of manufacturing will continue in the state. Only recently, two nationally known automotive tire manufacturers have announced the location of plants in Oklahoma — one at Oklahoma City and another at Ardmore. Each will employ more than 1,000 workers. Other industries are known to be interested in a location in the state. With the concerted effort of state and local community leadership directed toward further economic development of the state, continued industrialization seems assured.

Future Economic Growth

A further factor contributing to the future economic growth of Oklahoma is the development of the Arkansas River Navigation System. This 450 mile long inland waterway, scheduled for completion in 1970, will extend from the mouth of the Arkansas at the Mississippi River, passing through eastern Oklahoma to Catoosa, about fifteen miles from Tulsa. Industrial sites will be available at several locations along this waterway. Economic benefits to result will include lower-cost transportation, hydroelectric power, additional flood control, water supply and recreation.

According to estimates of the Oklahoma Employment Security Commission, employment in Oklahoma's eight non-farm wage and salary industry divisions is forecast to reach 758,700 by June, 1969. This represents an increase of 7.7 per cent, or 54,500 jobs, over the 704,200 reported in June, 1967. Furthermore, employment in non-farm wage and salary ranks should climb to 815,500 by June, 1972, an advance of 15.8 per cent, or 111,300 from five years earlier.[8]

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5 *Ibid.*

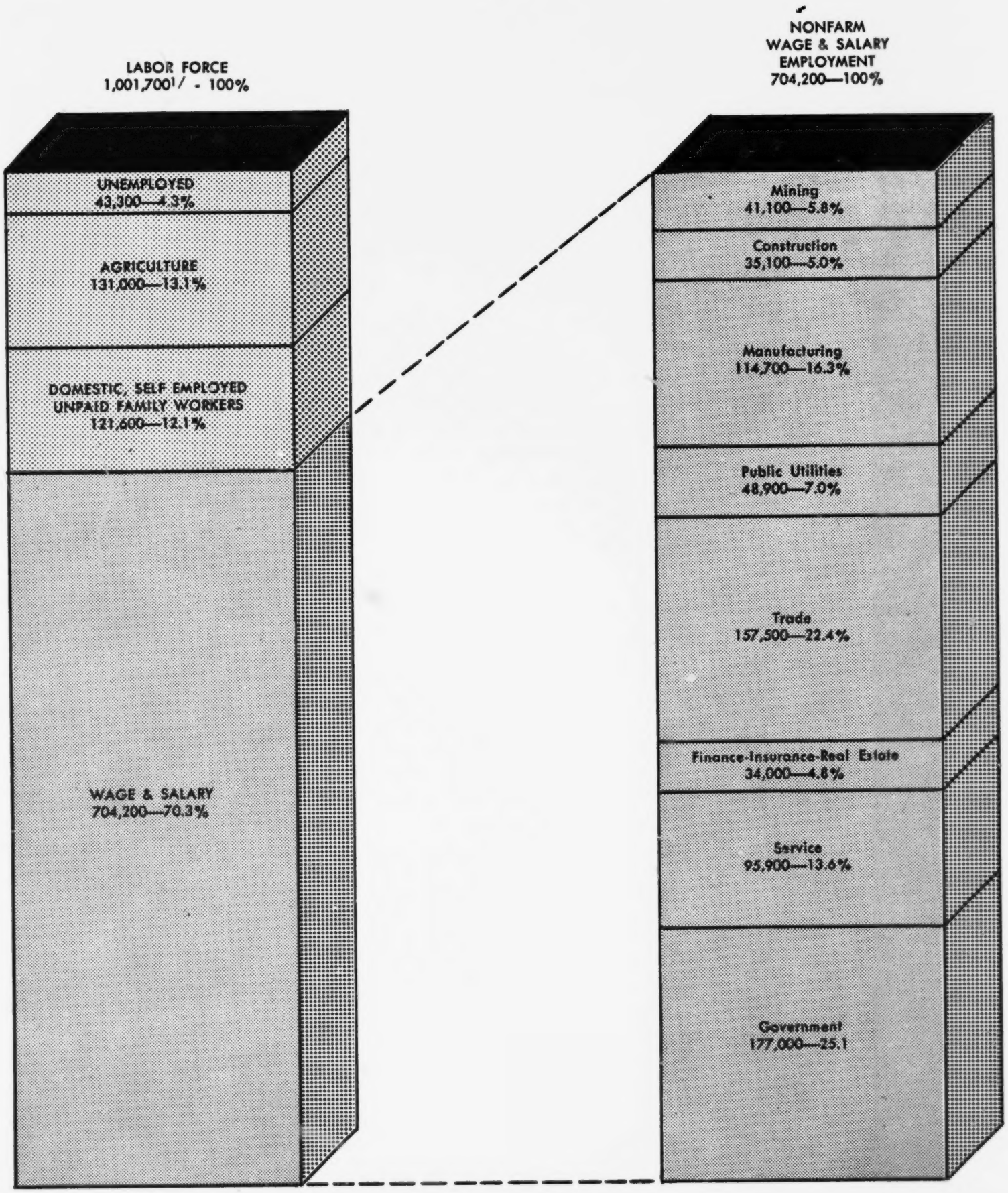
6 *Manpower in Oklahoma,* Oklahoma Employment Security Commission, 1969.

7 *U. S. Census of Manufacturers, 1954,* Bureau of the Census.

8 *Manpower in Oklahoma, 1969,* p. 15.

FIGURE 2

OKLAHOMA LABOR FORCE AND EMPLOYMENT BY INDUSTRY DIVISION JUNE 1967



1/ Includes 1,600 idled by labor dispute, or 0.2% of the Labor Force.

SOURCE: Oklahoma Employment Security Commission.

Already, Oklahoma industry is experiencing a need for trained technical and professional workers and as the industrialization of the state's economy continues to expand, it becomes rather obvious that those in positions of educational responsibility need to develop and implement plans to best meet the needs of a society whose economic and social patterns are undergoing rapid change.

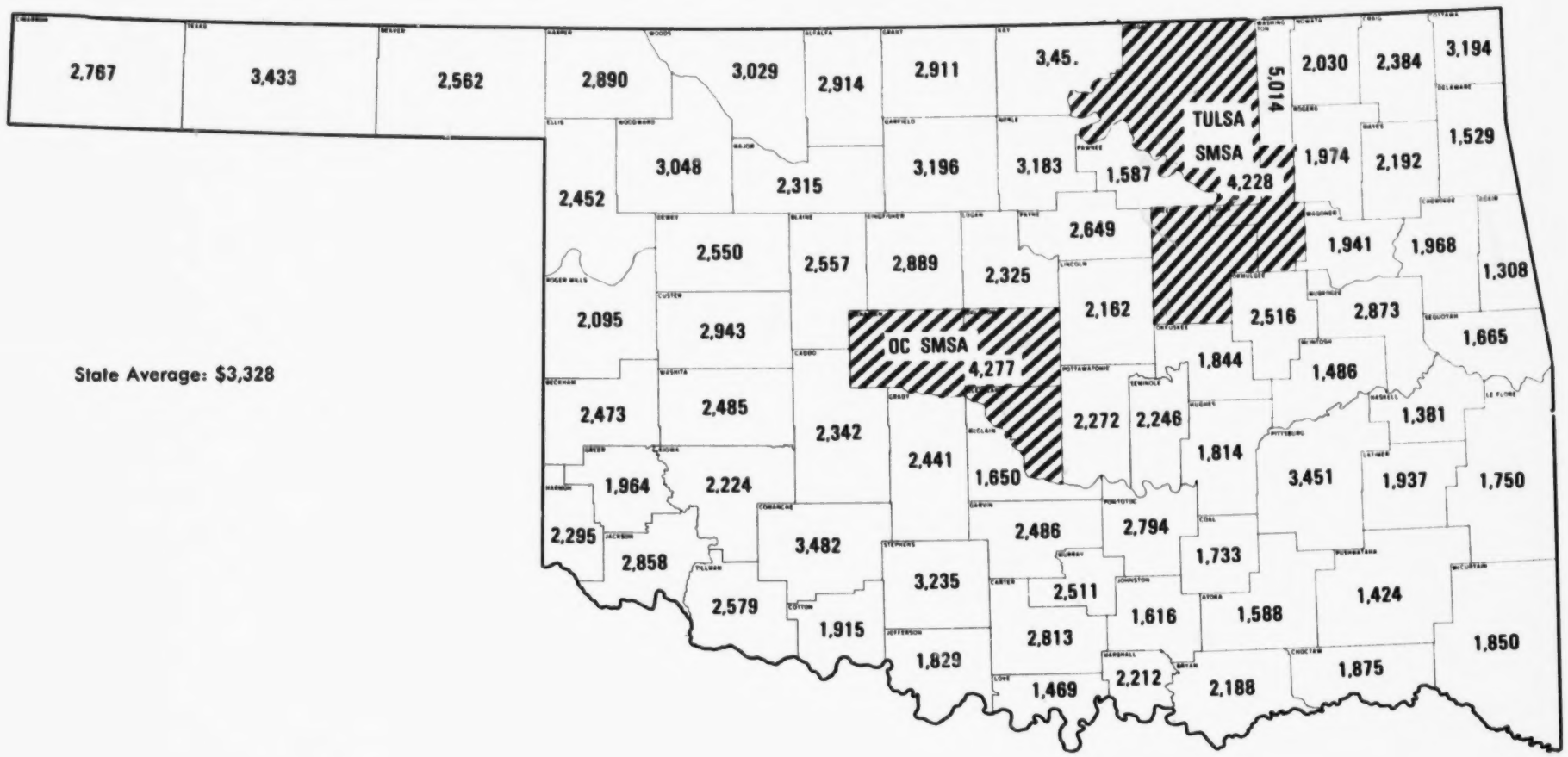
Per Capita Income

The need for economic development in Oklahoma, particularly in certain portions of the state, is revealed by Figure 3, showing estimated per capita personal income for the state by county for 1970. Oklahoma's per capita income is currently $3,328, nearly double that of a decade ago, but still only about 83 per cent of the national average.

Per capita personal income ranges from a high of $5,014 in Washington County to only $1,308 in Adair County. The close relationship between income and college attendance makes it imperative that Oklahoma find acceptable ways of opening up higher education opportunity for all the state's young people, both through the avenue of expanded economic growth and through the provision of adequate student assistance programs to enable worthy young people of limited means to attend college.

FIGURE 3

ESTIMATED OKLAHOMA PER CAPITA PERSONAL INCOME, 1970
(In Dollars)



State Average: $3,328

SOURCE: *The Sunday Oklahoman*, January 4, 1970. Based on a study by the University of Oklahoma and Oklahoma State University through a grant from the Ozarks Regional Commission to the OU Bureau of Business and Economic Research.

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CHAPTER III

OKLAHOMA HIGHER EDUCATION GOALS

Colleges and universities are established to carry out broad social functions such as transmission of the culture, creation of new knowledge, and the application of knowledge to social problems. In the moment of creation, there is usually basic agreement between society and the institution being created about the goals and purposes to be pursued. In time, however, institutions tend to develop goals of their own, which may or may not be consistent with those of the larger society. Such a situation inevitably creates conflict between institution and society, which must be resolved if the institution is to play a decisive role in the social arena.

In order to ensure basic agreement between the people of Oklahoma and institutions of higher learning with respect to the goals for Oklahoma higher education, the State Regents in 1966 undertook a study whose purpose was to bring together all segments of the population with a view toward reaching a consensus about the higher education goals which should be pursued, and the relative priority of these goals. A series of meetings and television conferences was held, involving citizens, legislators, and people in Oklahoma higher education, as well as nationally recognized consultants in higher education from outside the state. Opinionnaires and questionnaires were distributed to faculty, alumni, students and college administrators to seek counsel and guidance from these quarters about the direction which higher education should take for the future. Out of these procedures emerged a publication entitled **Goals for Oklahoma Higher Education,** published by the State Regents in September of 1966.[1]

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[1] John J. Coffelt and Dan S. Hobbs, *Goals for Oklahoma Higher Education: Self Study of Higher Education in Oklahoma—Report 8.* Oklahoma State Regents for Higher Education.

Higher Education Goals

The following statements present in condensed form the goals arrived at by Oklahoma citizens and those in higher education to be pursued during the decade of the 1970's. The statements are classified into four broad categories — those that relate to individual needs, those that relate to societal needs, those that relate to the nature of higher education and those that relate to effectiveness and support.

Goals Related to Individual Needs

GOAL 1: Appropriate opportunities for education beyond the high school should be available to all who seek and can profit therefrom.

The implications of this statement are far-reaching. "Appropriate opportunities" must take into account the fact that not all candidates for post-high school education have the interests or aptitudes required to pursue the usual academic program. Opportunities must include, therefore, various forms of non-academic technical-vocational education. But it must also be recognized that every individual who pursues education beyond the high school must assume the responsibility of a citizen and therefore must be given opportunity to develop the requisite understandings and competencies to perform as a citizen.

"Education beyond the high school" is applicable to all individuals who are competent to profit by further education, whether they qualify on the basis of formal education through high school or on the basis of demonstrated competencies acquired by experience and self-directed education.

"Should be available to all" must be construed to mean that barriers of distance, finance, race, sex or nationality shall not deprive the eligible individual of opportunities to pursue his education. Moreover, these opportunities should not be limited to residents of Oklahoma. Some provisions must be made for out-of-state students both because there is a danger of student bodies becoming provincial and because avenues should be kept open for Oklahoma students to attend institutions outside of the state. It is especially important that the flow of students among the higher institutions of the states be encouraged.

The opinionnaire study conducted as a part of the research on functions and goals clearly shows that faculty, students, alumni and citizens are in substantial agreement that all qualified students should have an opportunity to continue their education beyond the high school. Generally, they favor an "open door" admissions policy in all public junior colleges but not in public four-year colleges. A substantial majority believe that qualified students who lack adequate financial resources should be identified and given appropriate financial aid. There is also general agreement among them that out-of-state students should pay higher tuition and/or fees than those paid by Oklahomans. The percentages of these groups who believe that nonresident graduate students should pay extra fees was consistently lower than the percentages of each group who would increase the charges for all out-of-state students.

The point must be made here, even though it will be stressed later, that the fulfillment of this goal does not require every institution in the state to operate under "open door" admissions policy. It means, rather, that the policies and programs of all institutions — public and private — must be coordinated so that appropriate opportunities for all and special opportunities for some may be available.

GOAL 2: Those responsible for education beyond the high school in Oklahoma should attempt to identify, conserve and develop the talents of all worthy youth.

This means that testing and counseling services must be provided both at the high school and the post-high school level to enable students to appraise their competencies and limitations and to select an institution whose purposes and programs are compatible with their abilities and interests. The full achievement of this goal also requires the provision of supplemental aids designed to repair deficiencies in the individual's preparation. Not all high school graduates have an equally good command of English, foreign language, mathematics or other basic subjects. The common practice of requiring all students to begin their academic work at the same educational level and to proceed at a uniform pace imposes an unnecessary hardship on students who have remediable educational handicaps and may delay unduly the progress of superior students. This procedure is inconsistent with the goal of identifying, conserving and developing the talents of all post-high school youth. Flexibility is an essential characteristic of an educational program designed to serve the needs of students whose competencies are not all alike.

GOAL 3: Higher education in Oklahoma should provide opportunities for adults to keep abreast of new developments in the arts and sciences and the professions.

The boundaries of knowledge are expanding at an accelerated pace. As a consequence, the knowledge persons gain in college will be out-of-date long before they reach retirement. It might be hoped that a college education would enable individuals to keep up with expanding knowledge by general reading and independent study. Generally speaking, however, experience indicates that college graduates do not or cannot keep up with new knowledge, either because they lack time or they lack motivation or because the new knowledge is not available in a usable form. To provide continuing education for adults must, therefore, be one of the goals of higher education. On this issue there is strong agreement among all of the groups consulted.

GOAL 4: Higher education, in concert with emerging institutions in Oklahoma, should provide both training and retraining opportunities in vocational-technical education.

This goal is closely related to the preceding one, yet it is distinct in its application. Automation relentlessly displaces human skills. While efficiency may thereby be improved, the morale of displaced humanity and economic distress resulting from unemployment must be matters of great social concern. Higher education provides one means of aiding displaced persons to find new avenues of self-realization, either vocational or avocational. While this must be a goal of higher education in Oklahoma, it need not be, in fact, should not be a goal of every institution.

A majority of the persons who were consulted agreed that an emerging function of Oklahoma higher education should be the training and retraining of the industrial labor force for employment in a technological society.

Goals Related to Social Needs

GOAL 5: Higher education should contribute to the economic growth of the state.

It is a well-established fact that the higher the educational level of a people — state, regional or national — the higher will be its economic status. All four groups of persons consulted believe strongly that Oklahoma colleges and universities should be aggressive in developing vigorous relationships with the state's business and industrial community. Programs of graduate study and programs of research should be consciously planned and developed both to serve the needs of business and industry and to attract new business and industry to the state. Moreover, new knowledge derived from research should be transmitted to business and industry.

Industry has discovered that location near a center of high-level brain power is as important as location near markets, raw materials, transportation or skilled and semi-skilled labor forces. A strong system of higher educational institutions, particularly institutions with strong graduate programs, can make a great contribution to the state's economic development.

GOAL 6: Higher education should contribute to the social and moral well-being of the state and of the nation.

Great national concern is expressed these days about major social problems, among them, poverty, crime, disease, delinquency and unemployment. Oklahoma is faced with these problems.

Despite the urgency of these problems, there is little agreement among the four groups — faculty, students, alumni and other citizens — on the contributions that higher education can or should make to their solution. A slight majority of all the groups, students being the highest, agree that institutions of higher education should be agents of social change; but there is less agreement concerning the specific social problems with which they should be concerned. They seemed to agree that problems of urbanization are properly the concern of higher education, but there is no corresponding agreement about problems of unemployment. Faculty, students and alumni agreed by a small majority that the higher education institutions should assume leadership in the solution of problems of race relations. The members of the Citizens' Advisory Committee did not concur in this point of view.

Despite the uncertainty of these groups, it can be said with considerable assurance that higher education should continuously study the underlying causes of social problems, as well as possible ways of alleviating them. In the years ahead, research in these areas should be greatly intensified and institutions should assume greater leadership for such research. In addition to furnishing expert opinions and data on social problems, individuals in higher education can also provide leadership for other citizens of the state.

GOAL 7: Higher education should promote the cultural development of Oklahoma.

There was strong agreement among the reference groups — faculty, students, alumni, citizens — that each institution of higher education should be a cultural center. While there was less unanimity as to the kinds of cultural activities the institutions should maintain and promote, a significant majority expressed the belief that each institution should strive to develop an outstanding program in one of the arts and should promote an interest in the arts through museums and exhibits, through cooperation with public schools in the development of cultural programs and through publications of meritorious literary works by the universities.

These reactions and suggestions reinforce the important responsibility of each college and university to become a cultural center in which liberal education is given emphasis in the undergraduate curriculum and from which radiate through many channels cultural influences that enrich the lives of all people in the state and the region.

Goals Related to the Nature of Higher Education

GOAL 8: There should be a systematic division of responsibility among Oklahoma institutions of higher learning.

There was general agreement among the reference groups and others who were consulted that general education should form the core of the cur-

riculum in all colleges and universities of the state, but that the content of general education need not be the same for all students. Both the emphasis on the cultural benefits to be derived and the demands of competent citizenship support this conclusion. In addition to general education, advanced education — undergraduate and graduate in the liberal arts — and education preparing for the professions, as well as programs for adults, must be available in designated institutions.

The horizontal dispersion of educational functions and programs is essential if a state system is to achieve both quantity and quality. In his book, **A General Pattern for American Public Higher Education,** T. R. McConnell stresses the importance of concerted planning and coordination in meeting the diverse needs of students and society. In his words,

> We as a people have the resources to finance a reasonably adequate program of higher education; but no state can afford the luxury of unnecessary duplication of educational opportunities, such as offering specialized, professional, or graduate curricula in more institutions than required to meet generously the demonstrated needs of the state or region and to make an appropriate contribution to the nation's supply of highly educated manpower. Neither can many states afford the luxury of turning all their public colleges into universities offering doctoral degrees in many fields, shouldering vast outlays for personnel and equipment. Even in wealthier states, the alternative to sensible allocation of responsibilities and the safeguarding of high quality is educational enfeeblement. One need not look far to see what happens to higher institutions when the support is thinly spread. The absence of quality is conspicuous.[2]

Certain types of programs should be allocated to specified institutions. It is both unfeasible and uneconomical for all institutions to undertake to cover the whole broad spectrum of educational needs. A state plan is called for that will, on the one hand, provide all essential types of post-high school education; and on the other hand, avoid unnecessary and expensive duplication in programs among the institutions. A system of advisory councils might be helpful to the State Regents in developing such a plan.

There may be areas of educational need for which most satisfactory provision can be made through cooperative arrangement with the institutions in other states. Full consideration should be given to such possibilities.

GOAL 9: Higher education in Oklahoma should constantly strive to achieve the highest possible levels of excellence.

Much is said and written about the need for protecting and improving quality in higher education. One of the most effective and succinct statements on this issue was made by the Commission on Goals for Higher Education in the South in the following words:

> A major threat to excellence in higher education today is the tendency to attempt too much with too little. Colleges are built and opened without adequate resources for their support. Two-year institutions, instead of perfecting their programs, concentrate on trying to expand to four-year institutions. Four-year colleges begin offering the master's degree before their undergraduate work meets minimum standards. Universities expand their doctoral offerings into new fields without discrimination or adequate preparation. And all institutions suffer from the temptation to offer too many courses in too many fields.
>
> The money directly expended on thin and mediocre courses is but a small fraction of the costs involved. A fearful price is exacted of the student who leaves the institution ill-equipped for the heavy responsibilities which he will face.
>
> What is needed is a policy of self-restraint. Faculties and administrators must be willing to eliminate unjustifiably small classes. State legislatures should demand and make possible higher quality as well as fuller opportunity. Chambers of commerce must put educational wisdom ahead of civic pride, perhaps striving for the best two-year college in the state instead of a mediocre four-year college. Religious denomi-

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[2] T. R. McConnell, *A General Pattern for American Public Higher Education,* McGraw-Hill Book Company, Inc., New York, 1962, p. 142.

nations should concentrate their resources on a few strong institutions, making them colleges of quality, rather than spreading funds over a great number of weaker institutions.[3]

GOAL 10: Graduate instruction and research of high quality should be provided and adequately supported.

Graduate instruction and research are costly and must be carefully planned and directed. In response to the growing demand for programs beyond the bachelor's degree by public school teachers and administrators, some colleges — public and private — will be justified in offering additional master's degree programs. Programs at this level should be undertaken only when it has been demonstrated that such needs exist and that such programs can be added without jeopardizing other necessary programs.

The need for college teachers, especially for teachers in junior colleges, is becoming more and more critical. There is a growing conviction among educators that graduate programs designed to produce research scholars do not necessarily serve equally satisfactorily to prepare college teachers. Some authorities suggest, therefore, that graduate programs be designed especially for the preparation of college teachers. Such a program should be no less rigorous in its demands for sound scholarship than is the research program culminating in the doctorate, but the emphasis in the program and competencies to be achieved should be focused on producing an effective teacher-scholar rather than a research scholar.

Good research, like high quality instruction, is an essential element of graduate education. It is a means of attracting outstanding scholars to the staff and outstanding students to the program. It is an effective means of promoting social and economic development, and it may be directed to serving the national interest.

Doctoral programs including instruction and original research should be limited to universities that can conduct them on a high plane of quality. A university should usually undertake to develop "peaks of excellence" in a limited number of fields rather than to spread its resources over a wide area. Programs based on this principle of selective specialization in the universities should be coordinated so as to keep at a minimum costly and unnecessary duplication and to provide for cooperative inter-institutional programs in fields in which personnel and facilities are complementary.

Having stressed the importance of graduate instruction and research and the necessity of avoiding unnecessary and costly duplication, it must be emphasized that when all of the justifiable economies are exercised, education at this level is still costly. The institutions should not be compelled to carry this phase of their programs at the expense of other equally important activities; therefore, the state should provide adequate support for graduate education and research.

GOAL 11: Higher education in Oklahoma should be sensitive to and receptive to new concepts, developments and procedures.

Higher education as a profession, like other professions, is subject to improvement through research and experimentation. From this research and experimentation conducted by the institutions themselves, or by other institutions, emerge new theories of learning, new procedures for teaching and directing learning, and new methods of revising and organizing curricula. Automation produces obsolescence in higher education just as it does in other professions. Institutional research relating to all of the factors that affect its quality and efficiency is basic to the maintenance of excellence.

Goals Related to Effectiveness and Support

GOAL 12: Educational institutions in Oklahoma should strive to achieve a high level of efficiency and effectiveness.

In the interest of giving maximal educational returns for each dollar spent, higher education institutions in Oklahoma must employ rigorous criteria of self-appraisal. They must give considera-

[3] "Within Our Reach," Report of The Commission on Goals for Higher Education in the South, Southern Regional Education Board, 1961, pp. 23-25.

tion to the full use of their facilities on a year-round basis; they must achieve full utilitization of instructional space by coordinating size of classes with the seating capacity of classrooms and by scheduling classes at the less popular hours. They must make full use of technological aids in teaching so that the ratio of students per faculty member may be increased without impairing quality of instruction and they must correct over-expansion of course offerings.

GOAL 13: The state should provide the fullest possible support for higher education.

Financing higher education adequately constitutes a special problem in Oklahoma. Despite the fact that the percent of general income of the state given to the support of higher education was above both the national and regional average in 1968-69, the average salaries paid faculty members in public universities were $342 below the national average and $622 below the regional average. In the state four-year colleges Oklahoma was $78 below the national and $43 above the regional average. In the two-year colleges Oklahoma was $345 below the regional and $1,241 below the national average.[4] This means that in order to hold its own in inter-institutional competition for faculty and graduate students, Oklahoma must exert an extraordinary financial effort. It means also, as already suggested, that the institutions must endeavor to operate at a maximum level of efficiency.

But members of the faculty should not find it necessary to seek research contracts or to find other sources of supplementary income in order to maintain a satisfactory level of income. The greater the extent to which faculty members disperse their energies under economic pressure the greater is the jeopardy to the quality of higher education.

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[4] *Operating Budget Needs of the Oklahoma State System of Higher Education for the 1970-71 Fiscal Year,* Oklahoma State Regents for Higher Education, p. 40.

CHAPTER IV

STUDENT ENROLLMENTS AND PROJECTIONS

Oklahoma currently maintains thirty-five colleges and universities, eighteen of which are state-supported, five of which are community junior colleges with both local and state support, and twelve are maintained by churches or private agencies. Oklahoma ranks in the top quintile among the states in the provision of higher education for its citizens at the state level, with one state institution for each 107,000 citizens. Currently, one out of every twenty-five Oklahoma citizens is enrolled in college, as compared with one out of forty-two a decade ago. At the beginning of the 1960's, the average Oklahoma community of 10,000 people sent 237 students off to college. At the close of the decade, that same community had 404 students enrolled in college.

Latest figures compiled by the State Regents reveal that about 67 per cent of Oklahoma's high school graduates go on to college, as compared with the national average of about 60 per cent. Table 9 shows that in the spring of 1969, Oklahoma high schools graduated a total of 35,809 seniors. In the fall semester of 1969, Oklahoma colleges and universities enrolled 25,180 first-time freshmen, a number equal to about 70 per cent of the spring high school graduates. After allowance is made for student migration, it appears that about 67 per cent of the Oklahoma high school graduates went on to college in the 1969 fall semester. This college-going rate places Oklahoma near the top among the fifty states.

More than four-fifths of Oklahoma's higher education enrollment is concentrated in the public sector, with the remainder in private institutions. As indicated by Figure 4, the share of the total enrollment going to private institutions decreased from about 22 per cent in 1959 to 17 per cent in 1969. Other trends revealed by Figure 4 show that there has been a significant increase in the relative percentage of students attending the state four-year colleges as compared with those enrolled in state universities. In 1959, the two state universities enrolled 38 per cent of the total in Oklahoma higher education, as compared with 26 per cent enrolled in the state four-year institutions. In 1969, the four-year colleges enrolled 35.4 per cent of the total, as compared with 34.9 per cent at the state universities.

TABLE 9

FIRST-TIME-ENTERING FRESHMEN IN OKLAHOMA COLLEGES AS COMPARED WITH SPRING HIGH SCHOOL GRADUATES THE SAME YEAR, 1964-1969

Year	Oklahoma High School Graduates	First-Time Freshmen	Ratio of First-Time Freshmen to H. S. Graduates
1964	29,939	18,391	61.4
1965	35,668	23,016	64.5
1966	34,580	22,892	66.2
1967	34,054	22,680	66.6
1968	34,645	24,559	70.9
1969	35,809	25,306	70.7

Historical Increases

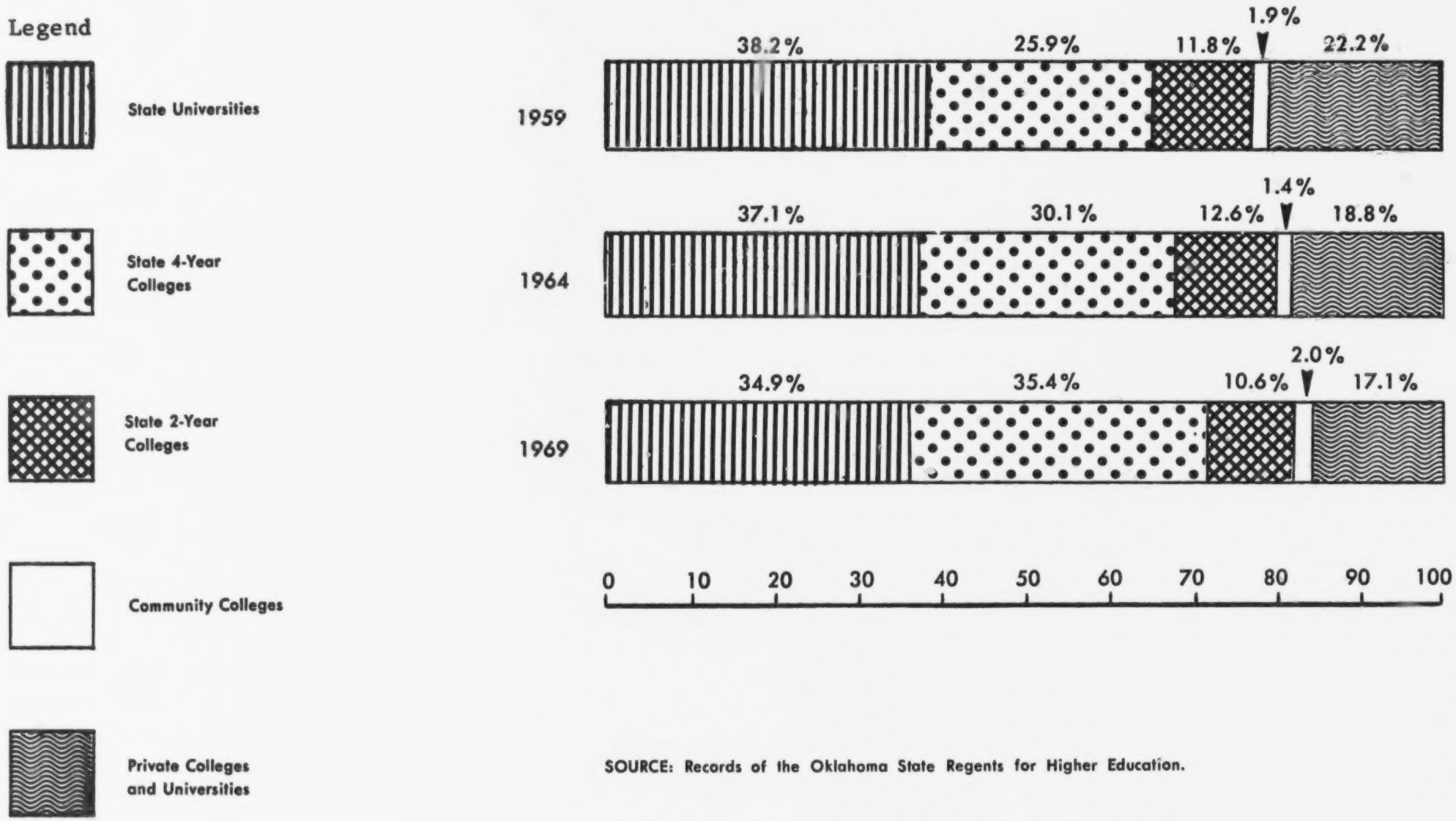
Student enrollment in all Oklahoma higher education — both public and private — increased from about 56,000 to 103,000 during the decade of the 1960's, up 83 per cent in ten years. Table 10 shows enrollment trends for each institution and by type of control for that period. In the eighteen institutions of the State System, enrollments increased by nearly 100 per cent from 1959 to 1969, going up from 41,882 to a total of 83,291.

By type of institution, the greatest gains over the past decade were made by state four-year colleges, which increased by 155 per cent, as compared with a 70 per cent increase for state universities and 67 per cent for state two-year colleges. Meanwhile community junior colleges were growing by 97 per cent and private institutions were going up by 44 per cent.

Central State College led all public institutions in growth during the ten-year period, increasing from 3,400 students to more than 10,500. Southwestern State College likewise showed unusual

FIGURE 4

PERCENTAGE DISTRIBUTION OF OKLAHOMA COLLEGE FALL ENROLLMENT BY TYPE OF INSTITUTION, 1959, 1964, AND 1969



SOURCE: Records of the Oklahoma State Regents for Higher Education.

growth, moving up from 1,800 to more than 5,000. Other unusual increases were shown by Northern Oklahoma College and Cameron State Agricultural College. In the private sector, Oklahoma Christian College and Saint Gregory's College were the most virile, followed by Bethany Nazarene College.

Growth by Sex and Class

The number of women going to college increased comparatively more than men during the decade just past. Over the past five years alone, as shown in Table 11, the number of women increased by more than one-half, as compared with an increase of one-third for men. The 1964 ratio of men to women in the State System was 66:34. The 1969 ratio was 63:37. Thus sixty-three out of every one hundred students in higher education are still men, in spite of the recent gains made by women. An indication of things to come, however, is the fact that the absolute increase in women at the freshman level over the past five years equaled that of men, with the percentage increase doubling that of men. Also, the absolute increase in women at the graduate level exceeded that of men, and the relative increase at that level was two and one-half times that of men.

By academic class, college seniors increased by 57 per cent, leading juniors by about 10 per cent, followed by sophomores and freshmen in that order. Graduates increased by 30 per cent and professional students by 4 per cent.

Geographic Origin of Students

Table 12 reveals that approximately 84 per cent of the students enrolled in Oklahoma colleges and universities are residents, 14 per cent come from other states, and 2 per cent come from foreign countries. In the public sector, 87.4 per cent of the total is from Oklahoma, 11 per cent from other states, and 1.6 per cent from foreign countries. Comparable figures for private colleges are 68.4 per cent, 28.9 per cent and 2.7 per cent. In the public sector, state universities enroll two-thirds of all non-residents. For the state as a whole about 16 per cent of the students enrolled are non-residents, as compared with the national average of 20 per cent.

Academic Aptitude and Achievement

Table 13 presents the distribution of Oklahoma college-bound students on the American College Testing battery, which is a measure of ability to do college-level work. Approximately 22,000 students took the ACT test in Oklahoma in 1969, scoring a Mean (average) of 19.2, as compared with a national Mean of 19.7 (see Figure 5), placing Oklahoma at approximately the 45th percentile on national norms.

One possible explanation for the below-average performance of Oklahoma's college-bound students as compared with national norms is the fact that a greater-than-average percentage of Oklahoma young people go on to college than the national average. Generally, the smaller the percentage of a state's youth going on to college, the higher the academic aptitude of those students. Provided that all of a state's high school graduates went on to college, a phenomenon which should occur in Oklahoma by the year 1980, the aptitude level of college freshmen would be identical with that of high school seniors. Collegiate programs would then need to be broadened to take care of the aptitudes and interests of the total spectrum of students, rather than a college-going elite as in former years. Oklahoma will need to plan carefully in order to reflect this movement in its admissions policies, institutional functions, and educational programs.

Aptitude and Achievement by Sex

It will be noted that boys scored higher on the ACT test in 1969 than did girls, both in Oklahoma and at the national level. However, as revealed in Table 14, girls made better grade averages in high school than did boys, with girls compiling a grade-point average of 2.9 (based on a four-point scale) as compared with an average of 2.6 for boys. Thus, even though boys showed greater ability to achieve, girls actually achieve better in high school. These are important points to consider when establishing admissions standards.

College Admssions Standards

Currently, any resident of Oklahoma who (a) is a graduate of an accredited high school, (b) has participated in the ACT testing program, and (c) meets at least one of the following requirements is eligible for admission to either of the state universities in the State System.

TABLE 10
FALL SEMESTER HEAD-COUNT ENROLLMENT IN OKLAHOMA COLLEGES, 1959-1969, BY TYPE OF INSTITUTIONAL CONTROL[a]

Institution	1959	1964	1969	% of Inc. 1969 over 1959
State				
OU	10,264	14,163	17,607	71.5
Sch. of Medicine	412	594	782	89.8
Sch. of Nursing	121	75	100	(17.4)[b]
OSU	10,147	13,038	17,304	70.5
Sch. of Vet. Med.	151	176	188	24.5
Okmulgee Tech.	1,277	1,917	2,297	79.9
Tech. Inst., Okla. City	—	463	1,246	—
CSC	3,398	6,966	10,572	211.1
ECSC	1,614	2,321	3,003	86.1
NESC	2,415	4,138	5,776	139.2
NWSC	1,105	1,535	2,507	126.9
SESC	1,644	2,175	2,445	48.7
SWSC	1,822	3,159	5,070	178.3
OCLA	724	651	980	35.4
Panhandle	937	913	1,338	42.8
LU	633	925	1,225	93.5
Cameron	1,404	2,027	3,524	151.0
Connors	442	519	749	69.5
Eastern	912	879	1,286	41.0
Murray	403	549	757	87.8
NEOAMC	1,105	1,712	2,420	119.0
NOC	511	801	1,338	161.8
OMA	441	657	777	76.2
Total State	41,882	60,353	83,291	98.9
Community				
Altus	233	436	638	173.8
El Reno	83	207	437	426.5
Muskogee	172	—	—	—
Poteau	364	135	367	0.8
Sayre	136	190	230	69.1
Seminole	44	106	359	715.9
Total Community	1,032	1,074	2,031	96.8
Private				
Tulsa	5,157	5,835	6,540	26.8
Ben. Hts.	313	58	—	—
Bethany	884	1,403	1,548	75.1
OBU	1,261	1,339	1,642	30.2
OCC	245	625	1,110	353.1
OCU	2,941	2,490	2,401	(18.4)
Phillips	1,184	1,451	1,346	13.7
Bacone	209	469	574	174.6
St. Greg.	74	192	577	679.7
Bart. Wes.	—	201	177	—
Southwestern Col.	—	135	803	—
Oral Roberts U.	—	—	878	—
Oklahoma Bible	—	—	69	—
Total Private	12,268	14,198	17,665	44.0
GRAND TOTAL	55,182	75,625	102,987	86.6

[a]Excludes enrollments in off-campus centers, and those in adult education or correspondence courses.
[b]Parentheses indicate a loss over the ten-year period.

TABLE 11

ENROLLMENT BY SEX AND BY CLASS IN THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION, 1964-69

Classification	1964		1969		% of Inc. 1969 over 1964
	Number	Percent	Number	Percent	
Freshmen					
Men	14,165	65.5	17,937	61.5	26.6
Women	7,460	34.5	11,203	38.5	50.2
Total Freshmen	21,625	100.0	29,140	100.0	34.8
Sophomores					
Men	8,074	64.9	11,312	62.5	40.1
Women	4,376	35.1	6,799	37.5	55.4
Total Sophomores	12,450	100.0	18,111	100.0	45.5
Juniors					
Men	5,849	64.7	8,493	63.3	45.2
Women	3,187	35.3	4,922	36.7	54.4
Total Juniors	9,036	100.0	13,415	100.0	48.5
Seniors					
Men	5,711	67.0	8,782	65.6	53.8
Women	2,809	33.0	4,613	34.4	64.2
Total Seniors	8,520	100.0	13,395	100.0	57.2
Graduates					
Men	4,489	68.7	5,398	63.8	20.2
Women	2,046	31.3	3,067	36.2	49.9
Total Graduates	6,535	100.0	8,465	100.0	29.5
Specials					
Men	1,296	57.7	908	52.2	(29.9)
Women	950	42.3	830	47.8	(12.6)
Total Specials	2,246	100.0	1,738	100.0	(22.6)
Professionals					
Men	966	95.2	994	94.0	2.9
Women	49	4.8	64	6.0	30.6
Total Professionals	1,015	100.0	1,058	100.0	4.2
Total Men	40,550	66.0	53,824	63.1	32.7
Total Women	20,877	34.0	31,498	36.9	50.9
GRAND TOTAL	61,427	100.0	85,322	100.0	38.9

TABLE 12

GEOGRAPHIC ORIGIN OF STUDENTS IN OKLAHOMA COLLEGES, 1964 AND 1969

Type of Institution	1964				1969			
	Total	Okla.	Out-of-State	For.	Total	Okla.	Out-of-State	For.
Public								
Universities	28,046	21,945	5,156	945	35,981	28,500	6,532	949
4-Year Colleges	22,783	21,511	1,151	121	36,440	34,321	1,895	224
2-Year Colleges	9,524	8,719	687	118	10,870	9,999	757	114
Community Colleges	1,074	979	91	4	2,031	1,760	230	41
Total Public	61,427	53,154	7,085	1,188	85,322	74,580	9,414	1,328
Private	14,198	10,285	3,631	282	17,665	12,089	5,108	468
GRAND TOTAL	75,625	63,439	10,716	1,470	102,987	86,669	14,522	1,796

PERCENT TABLE

Type of Institution	1964				1969			
	Total	Okla.	Out-of-State	For.	Total	Okla.	Out-of-State	For.
Public								
Universities	100.0	78.2	18.4	3.4	100.0	79.2	18.2	2.6
4-Year Colleges	100.0	94.4	5.1	0.5	100.0	94.2	5.2	0.6
2-Year Colleges	100.0	91.5	7.2	1.3	100.0	92.0	7.0	1.0
Community Colleges	100.0	91.2	8.5	0.3	100.0	86.7	11.3	2.0
Total Public	100.0	86.5	11.5	2.0	100.0	87.4	11.0	1.6
Private	100.0	72.4	25.6	2.0	100.0	68.4	28.9	2.7
GRAND TOTAL	100.0	83.9	14.2	1.9	100.0	84.2	14.1	1.7

TABLE 13

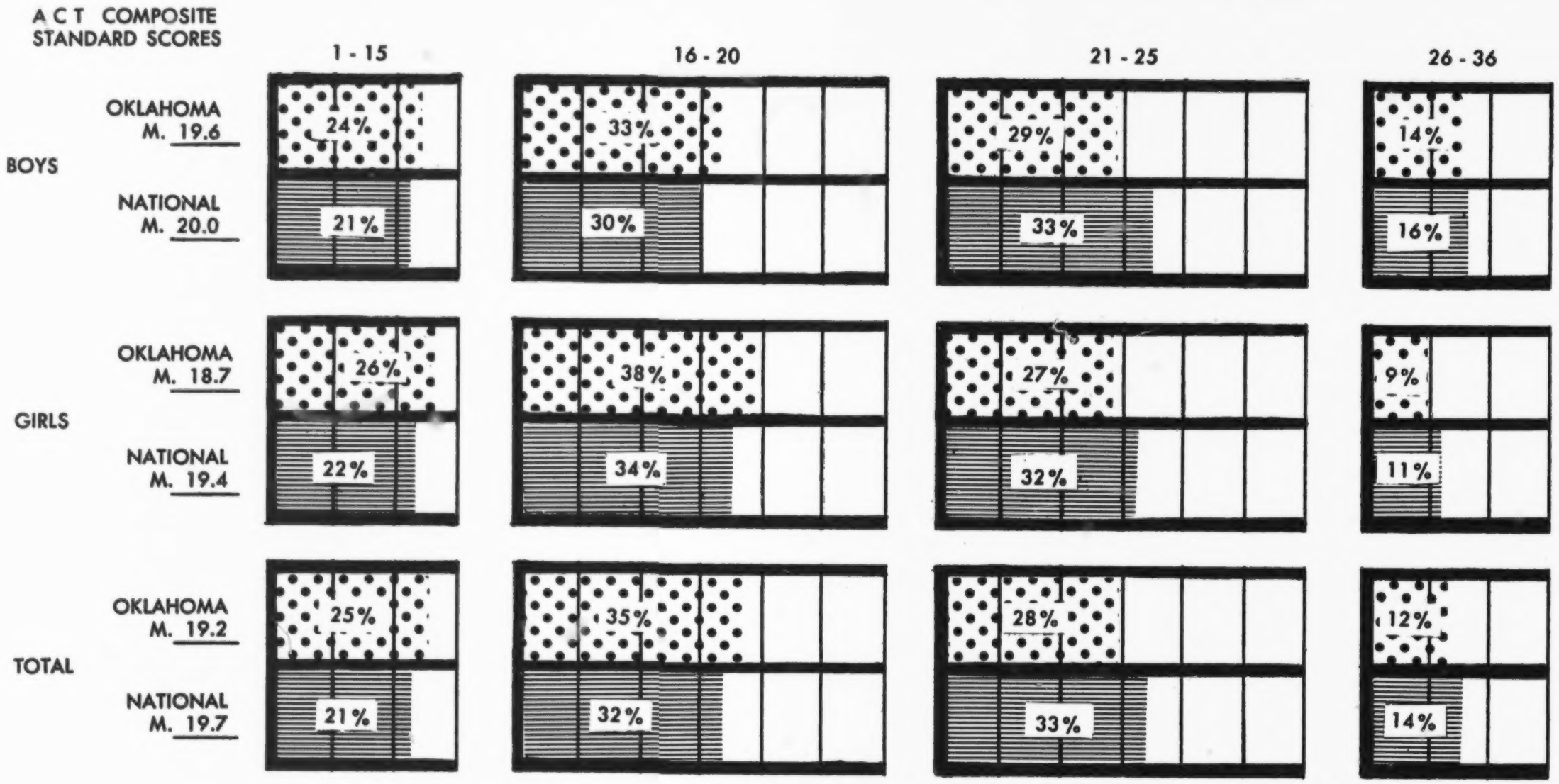
DISTRIBUTION AND PERCENTILE RANKS OF AMERICAN COLLEGE TESTING PROGRAM COMPOSITE SCORES FOR OKLAHOMA COLLEGE-BOUND STUDENTS, 1968-69

Scale	Boys Freq	Boys Pr	Girls Freq	Girls Pr	Total Freq	Total Pr	Scale
36	0	99	0	99	0	99	36
35	0	99	0	99	0	99	35
34	2	99	0	99	2	99	34
33	7	99	3	99	10	99	33
32	23	99	13	99	36	99	32
31	67	99	16	99	83	99	31
30	131	99	58	99	189	99	30
29	186	97	96	99	282	98	29
28	309	95	156	97	465	96	28
27	410	92	252	95	662	94	27
26	497	88	318	93	815	90	26
25	556	83	411	89	967	86	25
24	662	78	419	85	1081	81	24
23	669	72	601	80	1270	76	23
22	692	66	616	74	1308	70	22
21	692	60	738	68	1430	63	21
20	796	53	721	61	1517	57	20
19	757	46	809	53	1566	49	19
18	782	39	857	45	1639	42	18
17	702	33	797	37	1499	35	17
16	662	27	691	30	1353	28	16
15	608	21	631	23	1239	22	15
14	554	16	562	17	1116	17	14
13	467	11	469	12	936	12	13
12	352	8	349	8	701	8	12
11	270	5	280	5	550	5	11
10	193	3	173	3	366	3	10
9	119	2	97	2	216	2	9
8	71	1	77	1	148	1	8
7	31	1	38	1	69	1	7
6	14	1	22	1	36	1	6
5	11	1	8	1	19	1	5
4	1	1	2	1	3	1	4
3	1	1	1	1	2	1	3
2	0	1	0	1	0	1	2
1	1	1	0	1	1	1	1
Number of Students	11,295		10,281		21,576		
MEAN		19.6		18.7		19.2	MEAN
S. D.		5.2		4.8		5.1	S. D.

SOURCE: The American College Testing Program.

FIGURE 5

DISTRIBUTION OF ACADEMIC APTITUDE SCORES OF OKLAHOMA COLLEGE-BOUND STUDENTS, AS COMPARED WITH NATIONAL NORMS FOR COLLEGE-BOUND STUDENTS



SOURCE: American College Testing Program.

1. Maintained an average grade of "B-" or above in the four years of his high school study (2.5 or higher on a 4.0 scale).
2. Ranked scholastically among the upper one-half of the members of his high school graduating class.
3. Attained a Composite Standard Score on the ACT test which would place him among the upper one-half of high school seniors, based on twelfth-grade national norms.

When the admissions criteria as set forth above are compared with the scores and grade-point averages presented in Tables 13 and 14, it is discovered that at least 75 percent of all the students taking the ACT test in Oklahoma in 1969 was eligible to enter either of the state universities under one criterion or another.

For example, the Composite Standard Score required to enter a state university last fall was 16, and the grade-point average required was 2.5. It will be noted that 76 per cent of the boys and 74 per cent of the girls scored at or above that level. With regard to grade-point average, 58 per cent of the boys and 77 per cent of the girls compiled an average of 2.5 or above. Thus, a minimum of 76 per cent of the boys and 77 per cent of the girls was eligible to attend a state university in 1969 on the basis of the admissions criteria in effect.

It is generally agreed that approximately the top one-half of high school graduates has the academic aptitude to complete a rigorous baccalaureate program at a university or four-year college. Using that figure as a rule-of-thumb, it appears that the current admissions criteria in Oklahoma required for entrance into both the state universities and four-year colleges are set below the standards necessary to guarantee that students entering these institutions are of the quality to be able to achieve at an acceptable level. Provided that the two universities accepted students at the Mean or above based on Oklahoma college-going norms (instead of high school senior norms as at present), the ACT score necessary for entrance would rise from 16 to 19, and the grade-point average from 2.5 to 2.75.

In the event that the four-year colleges were to accept the upper two-thirds of the college-bound students (instead of the upper two-thirds of high school seniors as at present), the ACT score required for entrance at those institutions would rise from 13 to 16, and the grade-point average from 2.2 to about 2.5.

Student Retention

Although college enrollments in Oklahoma and in the nation have increased dramatically since World War II, the proportion of the population staying in college through the bachelor's degree is still on the order of only 2-in-10 nationally, Figure 6 reveals that Oklahoma is probably slightly above the national average in this regard. For every 100 students enrolled in the fifth grade in Oklahoma public schools in 1957-58, there were 22 graduates from Oklahoma colleges and universities with bachelor's degrees in 1968-69. Thus it appears, on the basis of gross retention ratios, that about 22 of every 100 Oklahomans currently go on to graduate from college with a bachelor's degree. It should be realized, of course, that not all Oklahomans graduate from Oklahoma colleges, nor are all those who receive degrees from Oklahoma colleges resident students. However, it is believed that the gross ratios presented here are relatively close.

In dealing with retention ratios and college dropout, it is important to note that not all those who enter a post-high school institution should be expected to proceed to the bachelor's degree, even though about 90 per cent of the college-bound boys and 80 per cent of the college-bound girls in Oklahoma last year announced their intention to proceed to the bachelor's degree or higher.[1] Obviously, since less than half of those entering college as freshmen can realistically expect to be awarded the bachelor's degree under current conditions, there is a significant gap between students' expectations and current reality, particularly if the assumption is made that the universities and four-year colleges should accept only those students who possess the qualities necessary to go on to the bachelor's degree. In the future, it is likely that, as the aptitude of college students begins to look more and more like that of high school seniors, the proportion of high school graduates enrolling in two-year institutions should increase vis-a-vis those

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1 "ACT High School Profile Report, Students Tested 1968-69 School Year," American College Testing Program.

enrolling in universities and four-year colleges. Otherwise, the overall quality of bachelor's degree graduates is certain to decline.

Gross retention ratios established in Oklahoma colleges over the past ten years reveal that whereas students are taking longer to complete their academic programs, student retention has changed little during that period. If anything, retention has probably decreased during that time. Table 15 makes it appear that there has been a slight improvement in overall retention, since the ratio of college seniors to college freshmen has increased from 48.7 to 50.9 since 1957. However, Table 16 shows that the ratio between the number of bachelor's degrees awarded and college seniors enrolled that same year has declined, as has the ratio of degrees conferred to college freshmen enrolled four years earlier. In summary, what appears to have been an improvement in student retention turns out on closer examination to be a factor of longer programs, a greater number of part-time students, or perhaps some other factors not immediately apparent.

TABLE 14

DISTRIBUTION OF THE AVERAGE OF FOUR HIGH SCHOOL GRADES COMPILED BY OKLAHOMA HIGH SCHOOL COLLEGE-BOUND SENIORS, 1968-69[a]

Grade Average	Boys		Girls		Total	
	Freq	Pr	Freq	Pr	Freq	Pr
4.00	527	98	933	95	1460	96
3.75	569	92	824	86	1393	90
3.50	640	87	934	77	1574	82
3.25	930	80	1158	67	2088	73
3.00	1149	70	1372	54	2521	62
2.75	1240	59	1310	41	2550	50
2.50	1251	47	1091	28	2342	38
2.25	1414	35	879	18	2293	27
2.00	1382	22	748	10	2130	16
1.75	847	12	357	5	1204	8
1.50	443	6	168	2	611	4
1.25	230	2	75	1	305	2
1.00	112	1	23	1	135	1
0.75	26	1	3	1	29	1
0.50	1	1	0	1	1	1
0.25	3	1	1	1	4	1
0.00	0	1	0	1	0	1

PERCENTAGE OF STUDENTS IN VARIOUS GRADE AVERAGE CATEGORIES

3.5 - 4.0	16	27	21
2.5 - 3.4	42	50	46
1.5 - 2.4	38	22	30
0.5 - 1.4	3	1	2
0.0 - 0.4	0	0	0
Mean	2.60	2.91	2.75
S.D.	0.72	0.68	0.71
No. of students	10,764	9,876	20,640

[a]Averages compiled on basis of high school grades in English, mathematics, social studies, and natural science as reported by students.

SOURCE: American College Testing Program.

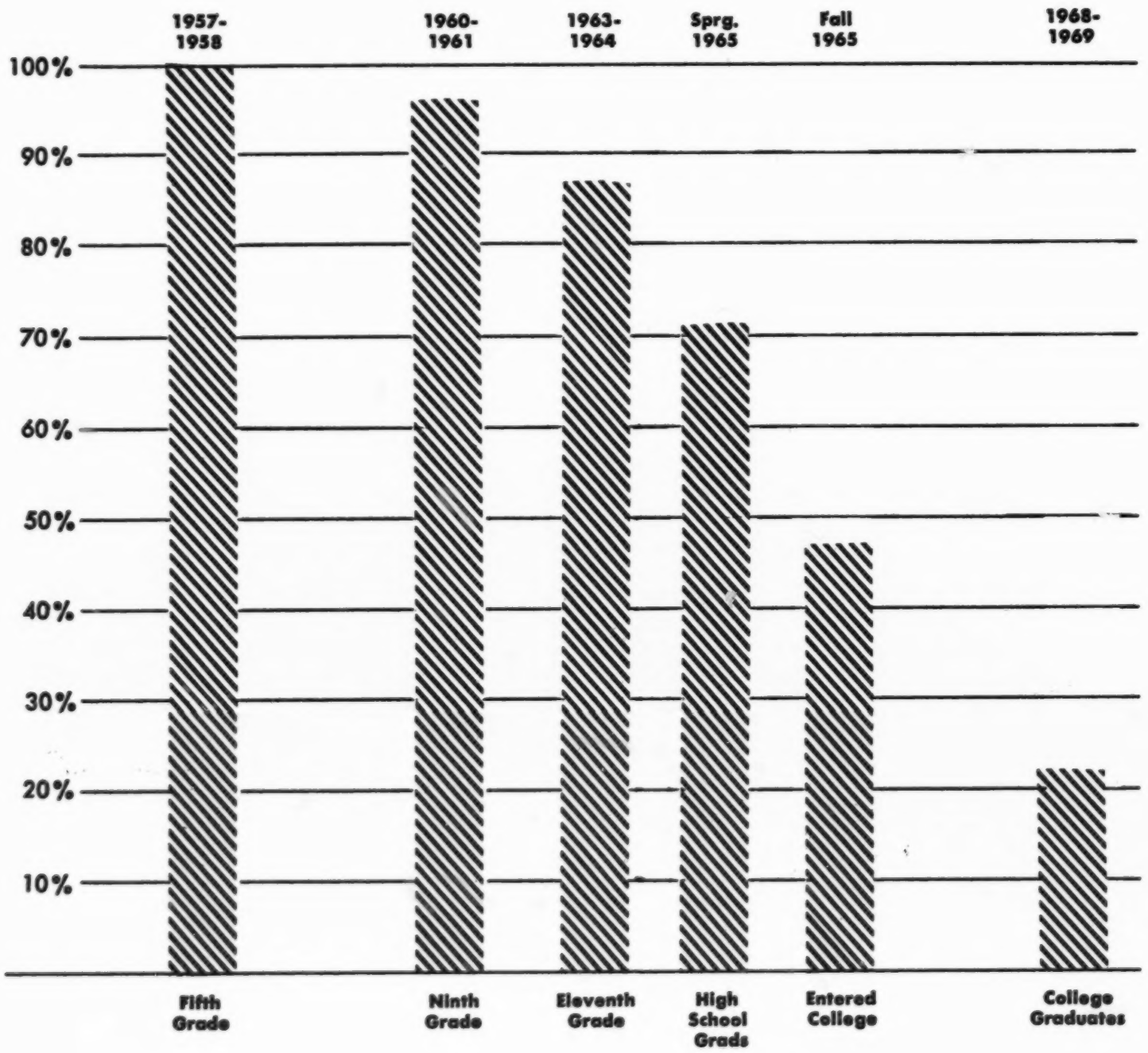
One aspect of this problem is encouraging. Had the four-year colleges improved their retention significantly during the past twelve years instead of holding it fairly stationary, the result probably would have meant a lowering of standards for bachelor's degree holders, since a much wider band of the intellectual spectrum is now enrolled than in 1957. Had retention improved markedly at the same time the intellectual level of the student body was going down, there would have been grounds for concern. As it is, the state's concern should be focused not on the fact that Oklahoma is not keeping a high proportion of its students in college, but that Oklahoma institutions sometimes fail to retain the type of students who should be retained, and sometimes fail to drop out those who should not be retained. Also, concern should be focused on whether the state is providing the right kinds of programs in the right kinds of institutions for all students, regardless of their degree objectives.

Enrollment Projections to 1980

One of the most important aspects of the current study involves the projection of student enrollments from now through the decade of the 1970's. For this purpose, historical college enrollment data were examined, together with retention and graduation data, ratios between high school graduates and college attendance, and the like, in order to develop a sound base from which to forecast. As a first step in projecting college students, it was

FIGURE 6

RATE OF STUDENT RETENTION IN OKLAHOMA FROM GRADE FIVE THROUGH GRADUATION FROM COLLEGE[a]



[a]Elementary and secondary school ratios were developed on the basis of enrollments in Oklahoma public schools only, excluding parochial schools. First-time college enrollments in 1965 include out-of-state students, but exclude Oklahoma students going out-of-state. College graduates in 1968-69 include some students who entered college prior to 1965, exclude students entering in 1965 who did not graduate in 1968-69. Excludes graduates of two-year colleges not going on to four-year graduation.

SOURCE: Public school data furnished by Statistical Services Division, Oklahoma State Department of Education. Data for higher education from files of the Oklahoma State Regents for Higher Education.

TABLE 15

RATIO OF COLLEGE SENIORS IN OKLAHOMA HIGHER EDUCATION TO COLLEGE FRESHMEN ENROLLED FOUR YEARS EARLIER, 1957-1969[a]

Year	Freshmen	Sophomores	Juniors	Seniors	Ratio of Seniors to Freshmen 4 Years Earlier
1957	16,209	—	—	—	—
1958	17,177	10,941	—	—	—
1959	17,218	11,569	8,057	—	—
1960	18,339	11,966	8,549	7,892	48.7
1961	20,000	12,851	8,973	8,324	48.5
1962	19,962	13,444	9,569	8,818	51.2
1963	20,844	14,149	10,016	9,528	52.0
1964	25,586	14,918	11,067	10,196	51.0
1965	32,345	18,157	11,751	11,175	56.0
1966	31,130	20,547	13,104	11,634	55.8
1967	31,941	21,598	15,339	12,990	50.8
1968	34,513	22,156	15,650	15,089	46.7
1969	34,650	21,843	16,340	15,838	50.9

[a]Includes students in residence at main and branch campuses of all institutions in Oklahoma higher education, both public and private. Excludes adult education, extension, and correspondence.

necessary to arrive at the expected number of high school graduates for the next ten years. Table 17 presents that projection, which indicates that the number of high school graduates from Oklahoma public schools will rise from the current level of 35,800 to slightly more than 40,000 by the year 1980. Between 1959 and 1969, high school graduates increased from about 26,000 to the neighborhood of 36,000, an increase of 39 per cent for the decade. The projected increase from now through 1980 is only about 12 per cent, but these increases could be modified upward in the event that Oklahoma's migration patterns stabilize or turn around over the next few years.

The second step in projecting college enrollments was to make some assumptions with regard to relationships between high school graduates and college freshmen, etc., with these relationships for the most part based on historical trends. These assumptions are set out below:

TABLE 16

BACHELOR'S DEGREES CONFERRED IN OKLAHOMA HIGHER EDUCATION, 1960-1969, AS A RATIO OF COLLEGE SENIORS THE SAME YEAR AND COLLEGE FRESHMEN FOUR YEARS EARLIER

Years	Bachelor's Degrees		
	Number	As a Ratio of College Seniors the Same Year	As a Ratio of Freshmen Four Years Earlier
1959-60	6,455	83.3	41.7
1960-61	6,575	83.3	40.6
1961-62	6,571	78.9	38.3
1962-63	6,987	79.2	40.6
1963-64	7,459	78.3	40.7
1964-65	7,790	76.4	39.0
1965-66	8,495	76.0	42.6
1966-67	8,879	76.3	42.6
1967-68	9,351	72.0	36.5
1968-69	11,103	73.6	34.1

SOURCE: From the files of the Oklahoma State Regents for Higher Education.

1. By 1980, a number equivalent to 85 per cent of the high school graduates in Oklahoma will enroll in college as first-time freshmen, as compared with a current figure of 70 per cent.

2. The relative proportion of out-of-state students to Oklahoma students in Oklahoma colleges will remain at current levels, about 15 per cent.

3. The ratio of total freshmen to first-time freshmen will be 1.40 in 1980, as compared with a current figure of 1.37.

4. The ratio of sophomores to freshmen will rise from .70 to .75 by 1980.

5. The retention ratio between the sophomore and junior years of college will remain approximately at current levels, about .74.

6. The retention ratio between the junior and senior years of college will rise from 101.2 to 103.9 by 1980.

7. The relative proportion of students attending two-year institutions in the public sector will go up from a current figure of 18 per cent to 26 per cent by 1980.

8. The proportion of graduate students to total enrollment in higher education will rise from a current figure of 11 per cent to a 1980 figure of 16 per cent.

9. The proportion of the total college enrollment attending public institutions will increase from about 83 per cent at present to 86.5 per cent by 1980.

10. New urban junior colleges will open in Tulsa and Midwest City in the 1970 fall semester, with additional units in the Tulsa and Oklahoma City areas to be added subsequently.

Tables 18, 19, and 20 contain projections of total college enrollment, public college enrollment, and private college enrollment from now through the fall semester of 1980. It is projected that total en-

TABLE 17

ENROLLMENT BY GRADE IN OKLAHOMA PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, 1966-67 THROUGH 1968-69 ACTUAL, WITH PROJECTIONS THROUGH 1979-80

Year	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Grads
1966-67	56,550	52,899	51,218	51,283	50,922	49,699	50,836	49,839	47,692	45,701	41,255	37,503	34,054
1967-68	56,292	52,860	51,962	50,581	50,724	50,785	50,419	50,373	49,871	46,659	42,683	38,089	34,645
1968-69	57,023	52,864	51,797	51,751	50,468	51,182	51,573	50,245	50,260	48,982	43,682	39,411	35,853
1969-70	55,440	53,490	51,940	51,280	51,335	50,215	51,690	51,215	50,145	49,255	45,945	40,320	36,690
1970-71	52,375	52,000	52,555	51,420	50,870	51,080	50,715	51,330	51,110	49,140	46,300	42,405	38,590
1971-72	47,055	49,130	51,090	52,030	51,010	50,615	51,590	50,360	51,225	50,090	46,290	42,735	38,890
1972-73	43,940	44,140	48,270	50,580	51,615	50,755	51,120	51,230	50,260	50,200	47,285	42,725	38,880
1973-74	45,320	41,215	43,370	47,790	50,175	51,360	51,265	50,760	51,125	49,255	47,490	43,645	39,715
1974-75	45,765	42,510	40,500	42,935	47,405	49,925	51,875	50,905	50,660	50,100	46,695	43,835	39,890
1975-76	46,900	42,930	41,765	40,100	42,590	47,170	50,425	51,510	50,805	49,650	47,595	43,100	39,220
1976-77	47,450	44,000	42,175	41,350	39,780	42,380	47,640	50,070	51,405	49,790	47,170	43,930	39,975
1977-78	48,000	44,500	43,230	41,750	41,020	39,580	42,805	47,305	49,970	50,375	47,300	43,540	39,620
1978-79	48,600	45,025	43,720	42,800	41,415	40,815	39,975	42,505	47,210	48,970	47,855	43,660	39,730
1979-80	49,150	45,590	44,235	43,280	42,460	41,210	41,225	39,695	42,420	46,265	46,520	44,170	40,195

SOURCE: Enrollment data for the 1966-67 through the 1968-69 school year were obtained from the Statistical Services Division, Oklahoma State Department of Education.

TABLE 18

FALL HEAD-COUNT ENROLLMENTS IN ALL OKLAHOMA COLLEGES 1968-1969 ACTUAL, WITH PROJECTIONS TO 1980

Year	Freshman	Sophomore	Junior	Senior	Graduate	Special	Head-Count
1968	34,513	22,156	15,650	15,089	11,181	2,760	101,349
1969	34,650	21,843	16,340	15,838	11,615	2,701	102,987
1970	37,873	22,758	16,570	16,838	12,471	3,705	110,215
1971	40,149	24,730	17,297	17,307	13,411	—	112,894
1972	40,149	25,765	18,275	17,991	14,452	—	117,644
1973	42,893	26,725	19,036	18,991	15,510	—	123,155
1974	44,312	27,624	19,771	19,776	16,678	—	128,161
1975	45,700	28,573	20,478	20,537	17,955	—	133,243
1976	47,068	29,499	21,291	21,284	19,313	—	138,455
1977	48,481	30,420	21,961	22,049	20,780	—	143,691
1978	49,903	31,357	22,660	22,803	22,339	—	149,062
1979	51,305	32,807	23,403	23,545	24,081	—	155,141
1980	52,545	33,377	24,153	24,313	25,761	—	160,149
10-Yr. Inc.	38.7%	46.6%	45.7%	44.3%	106.6%	—	45.3%

SOURCE: Files of the Oklahoma State Regents for Higher Education

rollments will rise from about 110,000 in 1970 to 160,000 in 1980, a ten-year increase of 50,000, or 45 per cent. The relatively large increase between 1969 and 1970 is the result of an expected windfall to be realized with the opening of urban junior colleges in Tulsa and Midwest City in the 1970 fall semester. To the extent that there is a delay in the opening of those new institutions, the expected increases for 1970 will be delayed accordingly.

Public and Private Enrollments

The majority of the expected increases over the next decade will occur in the public sector, with the greatest gains envisioned for the graduate level. The so-called college-age population (18-24) is expected to increase nationally by only 21 per cent between 1970 and 1980. However, those in the age-group between twenty-five and thirty years of age are due to increase by more than 40 per cent during the same period.[2] That kind of healthy increase should help to swell the graduate ranks considerably, together with an expected increase in the percentage of the population going on to advanced degrees.

In the public institutions, which includes the community junior colleges, enrollments are due to increase by 50 per cent in the decade 1970 to 1980, a relatively slower percentage pace than that of a decade earlier, when these same institutions increased by about 100 per cent. It should be noted, however, that the absolute increases expected between 1970 and 1980 are not far off those experienced between 1960 and 1970 by these same institu-

[2] U. S. Bureau of the Census, *Current Population Reports*, Series P-25, No. 381, "Projections of the Population of the United States by Age, Sex and Color to 1990," pp. 89-91.

TABLE 19

FALL HEAD-COUNT ENROLLMENTS IN THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION, 1968-1969 ACTUAL, WITH PROJECTIONS TO 1980

Year	Freshman	Sophomore	Junior	Senior	Graduate	Special	Head-Count
1968	28,902	18,225	12,726	12,555	8,864	1,706	82,978
1969	29,140	18,111	13,415	13,395	9,523	1,738	85,322
1970	32,125	18,920	13,816	14,347	10,306	2,845	92,359
1971	34,195	20,729	14,404	14,886	11,132	—	95,346
1972	35,104	21,687	15,306	15,510	12,047	—	99,654
1973	36,733	22,570	15,990	16,452	12,977	—	104,722
1974	38,050	23,394	16,651	17,178	14,017	—	109,290
1975	39,333	24,265	17,280	17,874	15,166	—	113,918
1976	40,600	25,116	18,018	18,599	16,395	—	118,688
1977	41,907	25,961	18,612	19,266	17,735	—	123,481
1978	43,230	26,823	19,235	19,959	19,166	—	128,413
1979	44,532	28,202	19,903	20,648	20,780	—	134,065
1980	45,728	28,723	20,584	21,368	22,332	—	138,735
10-Yr. Inc.	42.3%	51.8%	49.0%	48.9%	116.7%	—	50.2%

SOURCE: Files of the Oklahoma State Regents for Higher Education.

TABLE 20

FALL HEAD-COUNT ENROLLMENTS IN OKLAHOMA PRIVATE COLLEGES, 1968-1969 ACTUAL, WITH PROJECTIONS TO 1980

Year	Freshman	Sophomore	Junior	Senior	Graduate	Special	Head-Count
1968	5,611	3,931	2,924	2,534	2,317	1,054	18,371
1969	5,510	3,732	2,925	2,443	2,092	963	17,665
1970	5,748	3,838	2,754	2,491	2,165	860	17,856
1971	5,954	4,001	2,893	2,421	2,279	—	17,548
1972	6,057	4,078	2,969	2,481	2,405	—	17,990
1973	6,160	4,155	3,046	2,539	2,533	—	18,433
1974	6,262	4,230	3,120	2,598	2,661	—	18,871
1975	6,367	4,308	3,198	2,663	2,789	—	19,325
1976	6,468	4,383	3,273	2,725	2,918	—	19,767
1977	6,574	4,459	3,349	3,349	2,783	—	20,210
1978	6,673	4,534	3,425	2,844	3,173	—	20,649
1979	6,773	4,605	3,500	2,897	3,301	—	21,076
1980	6,817	4,654	3,569	2,945	3,429	—	21,414
10-Yr. Inc.	18.6%	21.3%	29.6%	18.2%	58.4%	—	19.3%

SOURCE: Files of the Oklahoma State Regents for Higher Education.

tions. As previously pointed out, a broadening of opportunity in the Oklahoma City and Tulsa areas should stimulate the enrollment of many individuals who have not heretofore had access to higher education.

Private enrollments are projected to rise from about 17,800 in 1970 to slightly more than 21,000 in 1980, about 20 per cent over the course of the decade, which, if realized, will drop the private institutions' share of the total enrollment in Oklahoma higher education from about 17 per cent currently to 13.5 per cent in 1980.

In summary, Oklahoma can expect a total of approximately 160,000 higher education students by the fall semester of 1980, an increase of 50,000 students, or 50 per cent, during the decade of the 1970's. This projection is admittedly conservative, and could go higher provided that the outmigration of young people and young adults which has plagued the state for three decades is stabilized or reversed. Also, the expected numbers could be augmented by increases in adults seeking to be trained or re-trained as a result of technological unemployment or underemployment. In the event that some or all of these unforeseen or unknown factors materialize, the final count of students could go much higher than projected in this study.

By 1980, the number of bachelor's degrees conferred by Oklahoma colleges and universities should be in the neighborhood of 17,600, a number approximately 58 per cent greater than the total of 11,103 degrees conferred by all colleges and universities in 1968-69. At the master's level, it is expected that the 1980 total may exceed 4,500, as compared with a figure of about 2,800 in 1968-69. The expected number of doctorates by 1980 is in the neighborhood of 1,000, as compared with a 1968-69 total of 412.

CHAPTER V

FUNCTIONS AND PROGRAMS IN HIGHER EDUCATION

One of the major concerns of those who established The Oklahoma State System of Higher Education in 1941 was the curtailment of unnecessary duplication and proliferation in the areas of institutional functions and programs. Article XIII-A of the Constitution of Oklahoma, in setting up the Oklahoma State Regents for Higher Education as the coordinating board of control for the State System, charged the board with certain responsibilities with regard to functions and programs, as follows:[1]

1. It shall prescribe standards of higher education applicable to each institution;
2. It shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed;
3. It shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions.

It is obvious from the above that the framers of Article XIII-A and those who later vitalized its intent in the statutes envisioned a coordinated state system of higher education characterized by a systematic division of labor among constituent institutions, with a minimum of unnecessary duplication and proliferation so as to achieve maximum use of resources. Oklahoma's initial coordinating agency — the State Coordinating Board for Higher Education — had pointed out in 1939 that there was a " . . . tendency for institutions to offer any courses of study which promised to bring in more students, regardless of how well equipped they have been to offer the new curricula."[2] It was to help counteract such a "tendency" that a new coordinating agency with constitutional powers was established in 1941.

For almost three decades, the Oklahoma State Regents for Higher Education have operated to effect a rational division of labor among the eighteen institutions of the State System, with varying degrees of success. During that period several changes in institutional functions have been approved, and a considerable expansion of institutional programs has taken place. However, during that same three decades the body of knowledge for which institutions are responsible has doubled and redoubled, and enrollments in the State System have likewise doubled and redoubled. Because the number of new students has grown much faster than the number of new programs and courses, the number of small and high-cost programs has been reduced, in spite of the fact that there has been a net expansion of both courses and programs.

Although some will perhaps disagree, there will be a greater need in the future to diversify courses and programs in higher education than in the immediate past, due to the nature of the constituency. In the 1950's, only about one-third of the high school graduates in Oklahoma was in college, and the great majority of those students came from the upper one-third of the aptitude distribution. In 1970, two-thirds of the high school graduates are in college, representing roughly two-thirds of the aptitude spectrum. By 1980, universal higher education through the sophomore year of college will probably be the rule, and the aptitude level of the college freshman class will then be approximately that of the general population. Thus women, as well as men, will be proportionately represented; the dull, as well as the bright; the poor, as well as the rich; the minority races, as well as the majority.

The implications of this trend are enormously important. Traditionally, four-year colleges and universities have been concerned with an intellectual elite, with their programs geared to such an elite. To the extent that these institutions take on a broader aptitude mix than formerly, the quality and standards of present programs must inevitably decline; else, the dropout rate must rise accordingly. The problem posed by this trend can be solved in one of two ways: community colleges can become the institutions chiefly responsible for

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[1] Article XIII-A, Section 2, Constitution of Oklahoma.

[2] *A System of Higher Education for Oklahoma: The Report of the State Coordinating Board,* Oklahoma State Regents for Higher Education, 1942, pp. 13-14.

broadening their programs to take care of the students in the lower half of the aptitude distribution; or the four-year colleges can become more comprehensive in scope, with some of their educational programs having standards less demanding than at present. A majority of states is turning to the former alternative as the proper solution; also, that is the general direction in which the State Regents have pointed since the early 1960's, when a differentiated set of admissions standards for the various types of institutions was adopted for the first time.

Functions for the 1970's

Although the State Regents are directed by the Constitution of Oklahoma to "determine the functions and courses of study" of institutions in the State System, the term "functions" is not well-defined, either in the Constitution or the statutes. However, it can be determined from the context in which the terms are used that "function" refers to an allocation of responsibility which commits an institution over a broad sphere of activity for a considerable length of time. Used in this sense, functions would encompass such objects as (1) the level at which an institution shall operate, (2) the broad kinds of educational programs to be undertaken, (3) the geographic area for which the institution is to be responsible, and the extent to which it is to engage in (4) research, (5) public service, (6) extension activities, and the like. "Course of study," on the other hand, is synonymous with the term "educational program," which, as defined here, means a sequentially organized series of educational experiences designed to culminate in the awarding of an academic degree or certificate.

The functions of higher education must be consistent with the goals that have been established for higher education within the state. The omission of functions that are essential to the achievement of goals, as well as the performance of functions that bear no relationship to goals, should be viewed with concern.

Distribution of Institutions by Level

The distribution of all higher institutions, public and private, according to the highest level of their respective educational programs is shown in Table 21. There are six state two-year colleges, five community junior colleges and five private junior colleges that provide education only at the

TABLE 21

LEVELS OF EDUCATION OFFERED BY OKLAHOMA INSTITUTIONS OF HIGHER LEARNING, 1969

Institution	Associate Degree	Bachelor's Degree	Master's Degree	Doctor's Degree
State:				
OU		X	X	X
OSU[a]	X	X	X	X
CSC		X	X	
ECSC		X	X	
NESC		X	X	
NWSC		X	X	
SESC		X	X	
SWSC		X	X	
Cameron	X	X		
OCLA		X		
PAMC		X		
LU		X		
Connors	X			
Eastern	X			
Murray	X			
NEOAMC	X			
NOC	X			
OMA	X			
Community Colleges:				
Altus	X			
El Reno	X			
Poteau	X			
Sayre	X			
Seminole	X			
Private:				
Tulsa		X	X	X
Bethany		X	X	
OBU		X		
OCC		X		
OCU		X	X	
ORU		X		
Phillips		X	X	
Bacone	X			
St. Gregory's	X			
BWC	X			
Southwestern	X			
OBC	X			

[a]OSU also operates lower-division branches at Okmulgee and Oklahoma City, with the latter offering the associate degree.

lower level. In addition, Oklahoma State University operates two branch campuses at Okmulgee and Oklahoma City which provide lower division education.

Nineteen institutions, twelve public and seven private, provide education up to the level of the bachelor's or the first professional degree. There are no independent professional schools offering programs culminating in the first professional degree.

The two state universities, six state colleges and four private institutions provide educational programs leading to the master's degree; some limit their offerings at this level to the Master of Education.

The two state universities and one private university include within the scope of their functions programs leading to the doctorate. Regarded only with reference to the allocation of functions by educational levels, this distribution appears to be satisfactory, except that the number of institutions providing education at the baccalaureate level may currently be too numerous in relation to lower-division opportunities.

Functions of Institutions

The section to follow will outline the functions which historically have been assigned institutions in the State System of higher education, together with a discussion of possible changes or additions which might be appropriate as the state looks toward the year 1980.

The University of Oklahoma and Oklahoma State University. — Functions of the two state universities include: (1) both lower-division and upper-division undergraduate study in a number of fields leading to the bachelor's or first-professional degree; (2) graduate study in several fields of advanced learning leading to the master's degree; (3) graduate study in selected fields leading toward the doctor's degree; (4) organized basic research; and (5) statewide programs of extension study and public service.

Although the broad functions of the state universities will not change substantially between now and 1980, it is expected that these institutions will stress some functions to an extent greater than others. Graduate education and research will receive greater stress as the number of people of graduate age increases by one-third between now and 1980, and as the percentage of this population group enrolling in graduate programs also increases. Postgraduate programs will no doubt emerge and become important in selected fields, somewhat in the manner of postgraduate programs now operating in the field of medicine. Upper-division students will occupy more attention than currently, as the number of these students is augmented by the transfer of students from the burgeoning community junior colleges. The proportion of lower-division students will lessen in comparison with upper-division and graduate students with the junior colleges and four-year institutions taking on a proportionately greater share of the lower-division load.

The pattern as envisioned here requires the expenditure of considerably greater resources than at present. Budget formulas will need to be revised to fund upper-division and graduate programs at cost, rather than expect the universities to skimp on lower-division instruction in order to budget adequately at the upper levels. Student-faculty ratios will need to be lowered; a different kind of laboratory facilities will be required; and relatively greater outlays for the functions of research and libraries will be called for. Provided that the state is serious in attempting to develop the state universities into major graduate centers, the resources now being allocated to these institutions must be boosted considerably over present levels.

Oklahoma is fortunate in that the number of institutions currently offering the doctorate has not been proliferated beyond what can reasonably be supported by diligent effort on the part of the state. The institutions now offering such degrees should be able to supply the needs of the state for the next decade and for the foreseeable future beyond that point. Consultants participating in the current study have unanimously recommended against the consideration of further expansion in graduate programs beyond the master's degree.

Central State College, East Central State College, Northeastern State College, Northwestern State College, Southeastern State College, and Southwestern State College. — Functions of the six state colleges include: (1) both lower-division and upper-division undergraduate study in several fields leading to the bachelor's degree, with ma-

jor emphasis given to teacher education, and (2) graduate study in one field, Education, leading to the Master of Education degree.

Oklahoma currently has a large number of four and five-year institutions in its public system of higher education, which is a complicating factor in arriving at a division of labor among institutions which meets both societal and institutional needs. The state colleges have been the fastest-growing segment of the State System during the past ten years, increasing by 155 per cent, as compared with increases of 70 per cent and 67 per cent respectively for universities and two-year colleges. As the state colleges continue to grow in the future, there will be pressures from these institutions for additional graduate programs at the master's and eventually at the doctor's levels. That has been the pattern in other states such as Wisconsin, Michigan, Illinois, and across the nation.

Whether that pattern should prevail in Oklahoma must be decided not on the basis of what has happened elsewhere, but on the basis of what is good for Oklahoma and for higher education. Already the State of Oklahoma, even though its population is only 1.25 of the national population, is conferring 1.77 per cent of the doctor's degrees granted nationally, considerably more than its share of the total. And since Oklahoma's per capita personal income is only about 85 per cent of the national average, it is questionable whether the state should attempt to provide additional "Ph. D's" for the national market.[3]

John Folger has stated the problem from the point of view of the state colleges as follows:[4]

> Our problem is that we have only two success models in public higher education. One is the comprehensive community college and the other is the comprehensive university . . . . It can be accepted that the state college that enrolls four to five thousand students will have several professional schools, will be seeking to have its named changed to university, and will have plans for initiating doctoral programs. What we need is a new institutional success model, one that isn't spelled "Ph. D.," but instead is concerned with preparing, on the undergraduate level, young people to work in a complex and uncertain future.

The phenomenon to which Dr. Folger refers is not confined to Oklahoma alone, but is endemic to higher education nationally. The problem of maintaining a thriving state college which has been cut off from its doctoral aspirations is a very real and challenging one.

Currently, the state colleges are limited to a single master's program, teacher education, with the single exception of Central State College, which has been authorized by the State Regents to develop master's programs in a limited number of liberal arts and professional fields. In the future, it is probable that most of the state colleges will want to move in that direction, since it has been necessary for them to develop strength in related liberal arts areas in order to build solid Master of Education degree programs. Oklahoma should probably not resist the movement of the state colleges into master's programs in liberal arts fields, since such programs are not overly expensive to operate. It should be made clear, however, that the addition of master's programs does not commit the state to add programs at the doctoral level at some point in the future.

Oklahoma College of Liberal Arts. — In July of 1965, the State Regents adopted Resolution No. 384 changing the functions and standards of admission at this institution (previously Oklahoma College for Women) whereby both men and women students would be admitted to pursue four years of study in the liberal arts culminating with the bachelor's degree. In November of 1966, the State Regents approved the institution's request that OCLA become an experimental college operated on a trimester schedule, with select curriculums for students of special promise who wish to accelerate their college learning experience.

Although it is too early to assess the ultimate outcome of the experiment at OCLA, the institution has made some progress toward full-year op-

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[3] It is generally conceded that graduates with doctor's degrees are a national, rather than a state resource, since persons with a doctorate are the most mobile of any population segment.

[4] "Can the States Support Higher Education in the Future?" from "Proceedings: A Symposium on Financing Higher Education," Southern Regional Education Board, June 12, 1969, p. 22.

erations as attested by the fact that many of the students are currently graduating after having spent only three or three and-a-half years in attendance. In curricular developments, some of the general education course syllabi which were developed by the faculty in the reorganization of the general education program have now been published as text materials by national publishing houses for use in other institutions. Other promising developments include a unique "non-academic" scholarship program for the identification of talented students in fields such as the performing arts. Also, a one-month individualized study program during the month of May has shown promise of success. Overall, it appears that the college may be trying a number of things which will be exportable to other institutions in the State System.

Oklahoma Panhandle State College of Agriculture and Applied Science, Langston University, and Cameron State Agricultural College. — Functions of these three institutions include both lower-division and upper-division undergraduate study in several fields leading to the bachelor's degree. At Panhandle, emphasis is given to agriculture and the mechanic arts, although the total program of studies includes the usual fields of undergraduate education in the four-year college study program. Langston was originally established as the land-grant institution for Negroes. However, since integration in 1954, the institution has operated basically as a liberal arts institution with some emphasis in agriculture, mechanic arts and vocational education, though enrolling in the main, Negro students. In Resolution No. 423, dated February 28, 1967, the Oklahoma State Regents for Higher Education revised the functions of Cameron State Agricultural College to include baccalaureate degree level, and adult and continuing education programs in the various fields of study. Third-year students were admitted in September, 1968, and fourth-year students were admitted in September, 1969.

Each of the three senior colleges classified together above is in some sense unique, although their general functions are the same. Langston University, though it enrolls a number of white students, remains as a predominantly Negro institution, just as the majority of such institutions in the South have remained since the 1954 Supreme Court decision which formally opened all institutions to all students, regardless of race or color. Opinion is currently divided as to whether these colleges should be kept essentially as they are, whether they should be closed down, or whether they should be made into institutions resembling other public institutions, with a majority of their students being white.

Dr. Earl J. McGrath, former U. S. Commissioner of Education and currently Director of the Higher Education Center at Temple University, conducted an extensive study a few years ago concerning the predominantly Negro colleges, a study which turned out to be the definitive work in its field.[5] The chief recommendation coming out of that study was that these colleges should not be closed down, but should be maintained.

> The view that many of the predominantly Negro colleges ought to be closed or allowed through inadequate support to languish, should be abandoned. This point of view springs from a false notion of academic excellence and supports a policy in conflict not only with the rights of many disadvantaged youth, but also with the public interest. None of the predominantly Negro colleges should be allowed to die until their present and prospective students can be fully assured of better educational opportunities elsewhere. In this day when for the first time the nation has really awakened to the indispensable value of higher education and consequently needs every existing institution to accommodate the irresistible legion of oncoming students, even the limited and inefficient programs in the weaker Negro institutions should be maintained while rigorous efforts are being made to strengthen them. Unless relatively inexpensive and local higher education is available, hosts of potentially eligible Negro youth will be denied any educational opportunity beyond high school. [5]

The opinion expressed by Dr. McGrath in that report is still his position, as disclosed in a recent report to the Chancellor of the State Regents. Indicating that he believed it would be a mistake to close Langston, Dr. McGrath wrote:

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5 *The Predominantly Negro Colleges in Transition,* Teachers College, Columbia University, 1965, 204 pp.

Even though it may not be located in a center of large population, I believe that one can expect a certain amount of growth in enrollments in all state institutions in the next ten years. This would be especially true if some features of these institutions were made more attractive. I see no wisdom in closing down Langston and then building or expanding other facilities elsewhere to take care of the students who would have attended Langston if it continues in existence.

As we studied the predominantly Negro colleges, we came to the conclusion that if many of them were closed, thousands of Negro youth would be denied any higher education. This is so because many cannot make the admission standards even in the top Negro institutions like Fisk, to say nothing of the white institutions like Amherst or Harvard. Because of the weakness of their earlier education and their general cultural background, they would be excluded through rigid admission's practices. Under the circumstances, I think it is better to keep open even institutions that do not quite measure up to the average, at present, so that those who are not qualified for education elsewhere can still get an education of four years beyond the high school.

In order to guarantee, however, that these young people would receive an adequate higher education, the institutions I am referring to, which some people think ought to be closed, would have to be considerably improved. To improve them will require a number of changes:

A. They will have to have more programs, especially vocational programs like accounting and nursing which would prepare their graduates for immediate gainful employment.

B. Their faculties will have to be upgraded by bringing in new faculty members and by sending others off to get advanced education in graduate schools.

C. Access will have to be made easy to these institutions through economic assistance. The fact is that many Negro youths do not have the money even to attend a public institution. Some kind of State or Federal scholarship program is very much needed.

With these changes and with the open-door policy so that whites can attend the institution if they choose to do so, I think the predominantly Negro colleges can serve a very useful purpose in the years immediately ahead. I neglected to mention, too, that the psychology is changing among Negro groups. I find that a good many Negroes, even in the North, are planning to attend predominantly Negro institutions in the South because they feel that their social life will be more satisfactory there; and they believe that certain special programs which they very much need will be offered.

With regard to Cameron State Agricultural College, its functions are no longer those of an agricultural institution, but are more like those of the state colleges. Only a small percentage of the institutional program is dedicated to agriculture, and it is likely that in the future even that portion will be discontinued from lack of demand. For that reason, the name of the institution should be changed to reflect its new functions. Within the next few years, because of its location, Cameron will probably become the second largest of the state colleges, and will undoubtedly develop a comprehensive baccalaureate and professional program. At that time, contingent upon the institution's solution of its current problems in the transition from a two-year to a four-year college, there will likely be pressure for the addition of a fifth year.

There is a trend now developing in higher education toward requiring five years for completion of certain professional programs such as teacher education, social work, library science, and the like. Previously, the programs in pharmacy and some engineering programs had been extended beyond the point where they could be completed in four years. Provided that this trend continues, it may well be necessary for all four-year institutions to add a fifth year at some point in the future, particularly those which prepare people in teacher education for the national market. Provided that other institutions across the nation move in this direction, Oklahoma will need to follow suit, not only with regard to Cameron, but also with respect to other four-year colleges.

Connors State College of Agriculture and Applied Science, Eastern Oklahoma State College of Agriculture and Applied Science, Murray State College of

Agriculture and Applied Science, Northeastern Oklahoma A & M College, Northern Oklahoma College and Oklahoma Military Academy. — These six two-year colleges have similar functions in that they provide undergraduate, lower-division study with emphasis on programs to achieve these purposes: (1) provide general education for all students, (2) provide education in several basic fields of study for the freshman and sophomore years for students who plan to transfer to senior college and complete requirements for the bachelor's degree, (3) provide terminal education in several fields of vocational and technical study, and (4) provide both formal and informal programs of study especially designed for adults and out-of-school youth in order to serve the community generally with a continuing education opportunity. The two-year institutions award the associate degree. Since there is a study on junior colleges currently being made as a companion to the Role and Scope Study, no discussion of the functions of two-year institutions will be included here. Instead, see that document for a full treatment of two-year colleges.

Special Problems Concerning Functions

A few special problems concerning institutional functions were identified and set out separately from the description and analysis of institutional functions already treated above. These problem areas, which concern more than one type of institution, will be discussed below.

Extension and Off-Campus Education

All of the institutions in the State System currently make some provision for adult education on campus, either through their regular instructional programs or their extension departments. However, only the two state universities and the six state colleges historically have been functioned to provide off-campus instruction for adults. According to State Regents' policy, the basic purpose of extension and off-campus classes is to provide continuing education for adult part-time students whose educational needs are not being met through the on-campus efforts of any higher education institution in the immediate locale (see Appendix "A"). It has not been the intent of State Regents' policy that institutions should provide instruction away from the main campus for young people just out of high school, or for adults desiring to attend on a full-time basis. Thus, full-time students are expected to make arrangements to attend on-campus at an existing institution, either public or private.

Recently there has been a rash of requests from rapidly growing industrial communities seeking additional educational opportunities for their citizens, either through the aegis of a new community junior college or through a "branch campus" or "resident center" of an existing university or college. The current study therefore included within its design the problem of how to deliver additional educational services to burgeoning industrial communities in the most efficient and effective manner. Various alternatives were pursued and considered, both singly and in combination with other methods. It was concluded that the state could ill afford to establish a series of branch campuses which would ultimately become separate institutions, each with its own administration, physical plant, library, and resident faculty. Rather, the best way of taking expensive and scarce resources off-campus was through a combination of extension classes and televised instruction. At present, the televised instruction would serve chiefly graduate and professional needs; in the future, however, it might be expanded to meet other needs not being adequately served by on-campus or extension classes.

Televised Instruction for Oklahoma Industry

Following is a rationale for the development of a system of televised instruction designed to meet the needs of rapidly growing industrial communities, together with a description of the proposed system and a suggested operational policy. In addition, estimates of funds needed to capitalize the system and ways in which such funds might be attained are presented. The goals set forth below served to guide the State Regents in developing policies and procedures for the televised instruction system.

1. Higher education in Oklahoma should provide opportunities for adults to keep abreast of new developments in the arts and sciences and the professions.
2. Higher education should contribute to the economic growth of the state and should be

sensitive and receptive to new concepts, developments, and procedures.

3. Technological advances should be fully utilized to achieve a high level of efficiency and effectiveness.
4. Oklahoma colleges and universities should be aggressive in developing vigorous relationships with the state's business and industrial community.
5. Programs of graduate study and programs of research should be consciously planned and developed both to serve the needs of business and industry and to attract new business and industry to the state.
6. New knowledge derived from research should be transmitted to business and industry.

Description

The State Regents propose to take education to business and industry. The opportunity for study and for earning resident credit at the higher education level would be provided through a coordinated system of graduate education centers linked to major industrial communities via television with "talkback" arrangements. The term "televised instruction" means to extend the live student-teacher classroom situation to remote locations via closed-circuit televised communication channels.

Graduate Centers. — It is expected that the functions of televised instruction will be performed by the University of Oklahoma, Oklahoma State University, Tulsa University and the University of Oklahoma Medical Center by producing the courses and programs for the system. (There may be other programs of interest from Oklahoma City University, Central State College, and Oral Roberts University.)

Initial Industrial Communities. — It is expected that companies in Oklahoma City, Tulsa, Bartlesville, Ponca City, Enid, Duncan, Ardmore and Muskogee would receive courses and programs from each of the graduate centers.

Policies and Procedures

The Oklahoma State Regents for Higher Education would be responsible for the installation and maintenance of the system. The State Regents would provide the necessary leadership, coordination, and support to insure the success of the system.

The graduate education centers would be responsible for the operation of the educational programs of the system. Cooperatively, they would offer courses and programs via closed-circuit television to meet the expressed needs of industry. The expressed needs of industry would be of primary concern in the selection of courses and programs to be televised.

Industry would provide a completely furnished and equipped remote classroom, would provide for the operational costs, and would share with the state the capital costs for installation of the televised instruction system. The operational costs would be those costs to the graduate centers over and above the normal costs of on-campus instruction.

The capital requirements for the initial system would be approximately $1.5 million. The state would provide $1 million and industry would provide $500,000. Initially, each participating company would provide $1,000 for each student who is expected to enroll during the first year of operation. At the beginning of each succeeding year, each company would provide $1,000 for each additional student for the capital fund.

Companies wishing to join the system after it becomes operative would be required to provide evidence to assure continuous enrollment of students at the rate of one student for each mile of distance between the existing network and the proposed receiving site, and also provide $1,000 per student as a share of the cost of capital construction. After receiving such assurance, the State Regents would determine the feasibility of expanding the network, based on the degree to which the funds from the company, or companies, involved would provide for the necessary one-third of capital costs for expansion and the availability of state funds for construction.

Televised instruction would be provided at an estimated operating cost of $75 per semester credit hour. The universities would collect the $75 per credit hour for students at remote locations for courses originating from their respective institutions. From these fees, institutions would retain their normal instructional per-credit-hour fee and

remit the remainder to the State Regents revolving fund for maintaining the total system.

The State Regents would provide each institution with one or more completely furnished and equipped studio-classrooms and would allocate funds to each institution for the operational costs of its part of the televised instructional system.

Timetable for Operation

If appropriate arrangements are made for the necessary funding early in the year 1970 and with full cooperation of all concerned, it is expected that the televised instruction system for Oklahoma would be operative by the beginning of the second semester of the 1970-71 academic year.

Research and Training Activities

Research is a function in which every institution, regardless of size or complexity, should be engaged at some level. For some institutions, the nature of the research will be almost wholly institutional and instruction-related; for others, such as the larger four-year colleges and universities, there will be a variety of research activities and programs, including institutional research, organized research related to instruction, and sponsored research funded from outside the institution, some of which may not have an integral relationship to the institution's basic purposes, but may relate rather to the achievement of national, state, or other purposes.

In every institution faculty members should be encouraged to conduct some research related to their own disciplinary interests. However, fundamental research supported by institutional funds normally has been the primary responsibility of the universities. It is anticipated that this pattern will continue to prevail during the decade of the 1970's. If past experience can be taken as a guide, contracts for research will go primarily to institutions which have distinguished research scholars on their staff and have, or are willing to develop, adequate research facilities.

But there are also emerging many different types of training programs that have certain elements of research and evaluation in them. It is altogether possible that some of the state colleges may have personnel and facilities that will enable them to participate effectively in certain of these training programs. State colleges should not be discouraged from investigating the possibilities of this latter kind of research. But it is necessary, both in the universities and the colleges, to take account of the impact of contracts for research and training programs, whether federally subsidized or supported by private agencies, on the ongoing activities of the institutions.

Public Service

Each institution should be encouraged to engage in public service activities to the extent that resources are available and such activities redound both to the benefit of the institution and the larger community. Whether the activity be the provision of music or dramatic productions, making the specialized resources of the library available to the community, the sponsoring of public forums, or merely encouraging the faculty to participate fully in the affairs of the community, such activities can have a wholesome effect on both the society and the higher education community.

Not every college will of course be able to provide the necessary personnel to solve all the problems of the community in which the institution is located, but every institution can, and should, consciously set forth a program of community and public service to be undertaken. Also, institutions should attempt to measure faculty and staff participation in public service activities, and should reward them for such participation. Education which does not issue forth in service will mean little to students, and public service activities undertaken by the faculty will help to show students that the institution is serious in its desire to serve humanity as well as itself.

Educational Programs

The remainder of this chapter will be devoted to a presentation and discussion of the bachelor's and higher degree programs currently available in Oklahoma higher education. Those interested in programs at the two-year level are referred to a study on the subject of junior colleges, to be published concurrently with the Role and Scope Study.

Bachelor's Degree Programs

Oklahoma colleges and universities offer an impressive array of bachelor's level programs

from which high school graduates of widely differing aspirations and interests may choose, ranging from aviation to religion, from philosophy to trade and technical education, from military science to computer science. A student who wants to learn to fly may do so while earning a degree at Southeastern State College. Those interested in military science may enroll at the University of Tulsa or Oklahoma State University. Students interested in aerospace engineering are able to find programs at any of three universities with engineering schools. Prospective foresters or hotel and restaurant managers will find those programs available at Oklahoma State University. Religion majors may study at one of six private colleges or at the University of Oklahoma. The number of possible major fields ranges from 115 at the University of Oklahoma down to 12 at Oklahoma Christian College. Most of the conventional programs available in American higher education may be found in Oklahoma colleges, with a few exceptions such as oceanography.

Table 22 is a summary of degree programs offered by Oklahoma colleges at the bachelor's and first-professional level, broken down by twenty-four divisions of study. A detailed breakdown of the same information has been included in this report as Appendix "B". The twenty-four divisions of study listed in the table referred to above are consistent with those included by the U. S. Office of Education in its annual report on degrees conferred.

The range of degree programs currently available at the bachelor's level is currently satisfactory. However, the distribution of students enrolled in those programs is skewed in the direction of teacher education as compared with the national average. Table 23 reveals that in the latest year for which comparative statistics are available, bachelor's degree graduates from Oklahoma majored in teacher education at a rate more than 50 per cent greater than students from the nation as a whole. Whereas Oklahoma's population currently comprises about 1.25 of the national population, degree data show that the state's colleges and universities currently award 2.5 per cent of the nation's degrees in teacher education.[6] Thus, Oklahoma is turning out elementary and secondary teachers at twice the rate of the nation as a whole. while employing public school teachers at the same rate as the nation as a whole.

Thus far Oklahoma has been able to place its surplus teachers in the national market, at which level there has been a continuing shortage since the early 1950's. Now there are signs that the days of critical shortage are gone, and it is probable that there will be a national surplus in most fields by the early 1970's.[7] Studies recently completed by the Department of Labor Statistics indicate that the surplus may be drastic in nature.[8] The extent to which Oklahoma is able to diversify its current output and move toward those fields for which there is a current demand in Oklahoma will be the criterion by which success is measured in the decade of the 1970's.

In the State System, the two universities are more diversified in their degree-production at the bachelor's level than are the state colleges. For example, only 22 per cent of the bachelor's degrees conferred at the two universities in 1968-69 were awarded in the field of teacher education, whereas 36 per cent of those in the state colleges were awarded in teacher education. It should be emphasized, however, that those who major in teacher education do not comprise the total number of teachers, since it is possible for a student majoring in a liberal arts field to earn enough professional education credits to qualify for a teaching certificate. It can be estimated conservatively that more than one-half of the bachelor's level graduates from the four-year colleges in Oklahoma (excluding the universities) were qualified in teacher education.

Table 24 shows a comparison of degrees conferred at the bachelor's and first professional level between 1958-59 and 1968-69. It will be noted that the overall ten-year increase in bachelor's degrees was about 75 per cent. Among the major fields of study which grew faster than the overall average were teacher education, business and commerce,

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[6] U. S. Department of Health, Education, and Welfare, Office of Education, *Higher Education: Earned Degrees Conferred: 1966-67, Part A—Summary Data,* Table 6.

[7] Dan S. Hobbs, "A Study of Teacher Supply and Demand in Oklahoma," unpublished doctoral dissertation, University of Oklahoma, 1969.

[8] See "Higher Education and National Affairs," newsletter of the American Council on Education, December 19, 1969.

TABLE 22

BACHELOR'S AND FIRST PROFESSIONAL DEGREE PROGRAMS AVAILABLE IN OKLAHOMA FOUR-YEAR COLLEGES AND UNIVERSITIES, 1969-70

Field of Study	Bachelor's																					First Professional				
	OU	OSU	OCLA	PAMC	LU	Cameron	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OBU	OCC	OCU	ORU	Phillips	Tulsa	Total Private	Grand Total	OU	OSU	OCU	Tulsa	Grand Total
Agriculture		6		2	1								9									9					
Architecture	1	1											2									2					
Biological Sci.	5	12	4	2	1	1	3	3	2	1	2	1	37		1	2	1	1	10	8	23	60					
Bus. & Commerce	7	14	1	1	2	1	2	2	2	2	7	2	43	1	2	2	5	1	1	7	19	62					
Education	11	11	3	2	3	3	5	3	1	2	7	3	54	1	3	2	4	3	3	6	22	76					
Engineering	16	12											28							7	7	35					
Eng. & Journalism	7	4	1	1	1	1	1	1	1	1	1	1	21	1	2	1	2	1	2	5	14	35					
Fine & Appl. Art	24	4	7	2	2	2	3	2	3	3	6	4	62	2	4	1	10	3	7	11	38	100					
Foreign Lang. & Lit.	6	1	2				3	1	2	2	4	3	24	1	3	1	4	3	3	3	18	42					
Forestry		1											1									1					
Geography	1	1					1	1	1	1	1		7						1	1	2	9					
Health Professions	6	1		1	1		2	2			1	1	15		2					2	4	19	1	1			2
Home Economics	6	4	1	1	2		1	1	1	1	1	1	20	1	1					1	3	23					
Law																							1		1	1	3
Library Science					1		1						2									2					
Mathematics	1	1	1	1	1	1	2	1	1	1	1	1	13	1	1	1	1	1	1	1	7	20					
Military or Air Sci.		1											1							1	1	2					
Philosophy	1	1	1										3	1	1		1		1	1	5	8					
Physical Science	5	4	2	2	1	2	2	2	2	2	2	2	28	2	2		2		3	4	13	41					
Psychology	1	1	1	1		1					1	1	7	1	1		1	1	1	5	10	17					
Religion	1												1	1	1	1	1		2	2	8	9				1	1
Social Science	12	5	1	2	3	1	5	3	5	4	4	3	48	2	4	1	4	2	4	7	24	72					
Trade & Ind. Train.		2		1			1	1	1	1	5	1	13									13					
Miscellaneous	4	1				1	1	1				2	10									10					
Total Programs Available	115	88	25	19	19	14	33	24	22	21	43	26	449	15	28	12	36	16	39	72	218	667	2	1	1	2	6

TABLE 23

BACHELOR'S AND FIRST PROFESSIONAL DEGREES CONFERRED BY OKLAHOMA COLLEGES AND UNIVERSITIES, 1966-67, AS COMPARED WITH DEGREES CONFERRED NATIONALLY IN 1966-67

Division of Study	Oklahoma[a]		Aggregate U. S.[b]	
	No.	%	No.	%
Agriculture	142	1.5	6,258	1.0
Architecture	59	0.6	2,867	0.5
Biological Science	361	3.9	28,993	4.9
Business and Commerce	1,441	15.5	69,687	11.7
EDUCATION	2,894	31.2	120,879	20.3
Engineering	480	5.2	36,188	6.1
English and Journalism	507	5.5	45,949	7.7
Fine and Applied Arts	323	3.5	21,569	3.6
Foreign Language and Literature	100	1.1	17,025	2.9
Forestry	30	0.3	1,631	0.3
Geography	25	0.3	2,163	0.4
Health Professions	425	4.6	29,371	4.9
Home Economics	183	2.0	6,335	1.1
Law	251	2.7	15,339	2.6
Library Science	17	0.2	701	0.1
Mathematical Subjects	307	3.3	21,308	3.6
Military Science	23	0.2	1,931	0.3
Philosophy	43	0.4	5,420	0.9
Physical Sciences	253	2.7	17,794	3.0
Psychology	202	2.2	19,496	3.3
Religion	111	1.2	8,168	1.4
Social Sciences	962	10.4	104,771	17.6
Trade and Industrial Training	40	0.4	2,741	0.4
Other Fields	98	1.1	8,278	1.4
TOTAL	9,277	100.0	594,862	100.0

[a]Adapted from data in the files of the Oklahoma State Regents for Higher Education.

[b]USOE, *Higher Education: Earned Degrees Conferred: Part B — Institutional Data: 1966-67*, Table 6.

social sciences, English and journalism, and biological sciences. Two fields, engineering and physical sciences, dropped significantly at the bachelor's level during that same period. Figure 7 presents a graphic picture of the percentage trends for the ten largest divisions of study for the ten-year period.

Graduate Programs

A master's degree program ordinarily requires the completion of a bachelor's degree plus the equivalent of one additional year of graduate work, usually 30 or more hours beyond the baccalaureate. Table 25 shows the degree-programs available at the master's and doctor's levels at Oklahoma col-

TABLE 24

BACHELOR'S AND HIGHER DEGREES CONFERRED BY OKLAHOMA COLLEGES, 1968-69, AS COMPARED BY DIVISION OF STUDY WITH 1958-59

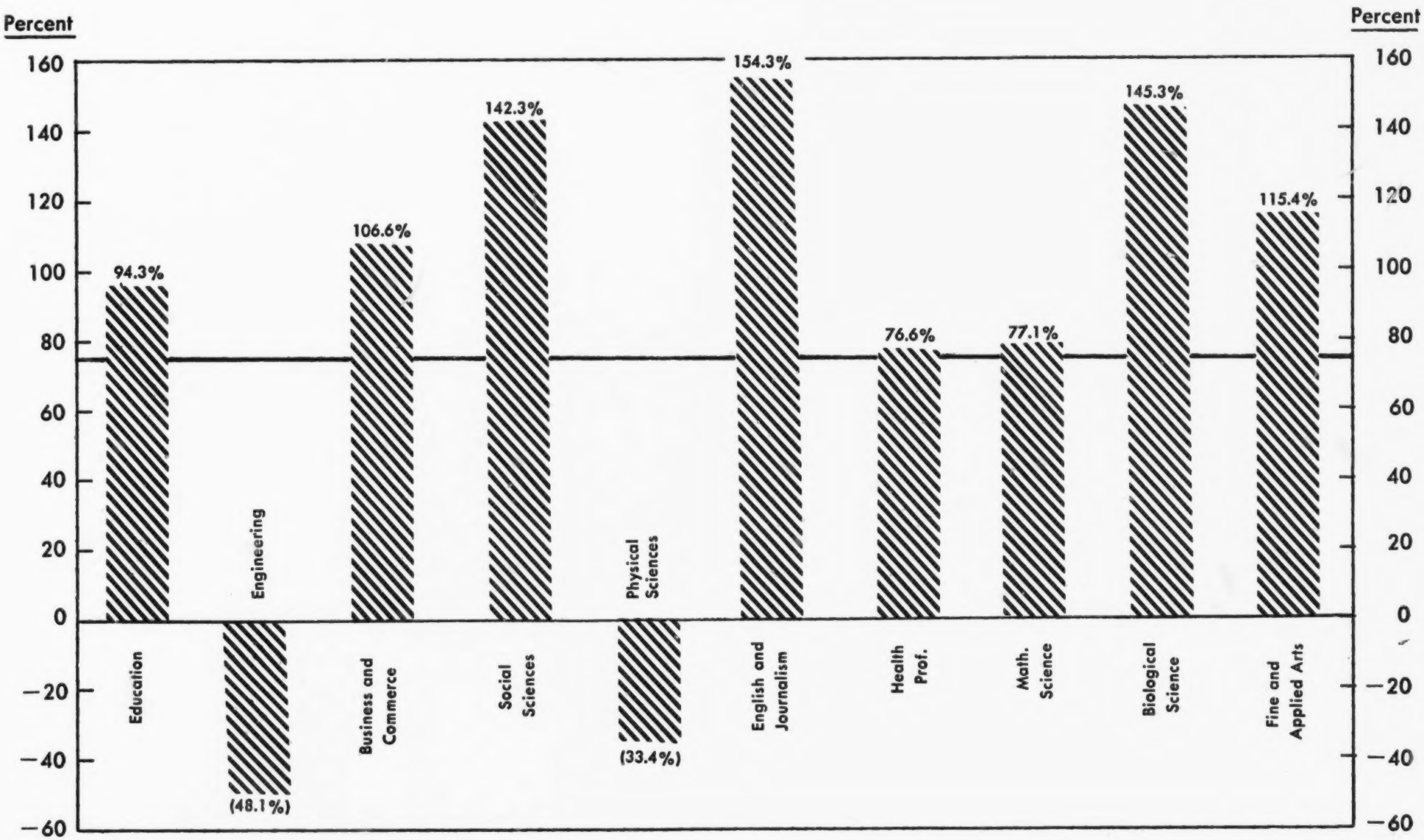
Division of Study	Bachelor's and First Professional			Master's			Doctor's		
	1958-1959	1968-1969	% Inc.	1958-1959	1968-1969	% Inc.	1958-1959	1968-1969	% Inc.
Agriculture	148	171	15.5	37	33	(10.8)	1	1	—
Architecture	45	54	20.0	4	3	(25.0)	—	—	—
Biological Science	200	490.5	145.3	29	63	117.2	16	51	218.8
Business & Commerce	912	1,884	106.6	23	138	500.0	—	—	—
City Planning	—	—	—	—	6	—	—	—	—
Computer Sci. & Sys. Anal.	—	2	—	—	—	—	—	—	—
Education	1,705	3,312.5	94.3	793	1,302	64.2	35	162	362.9
Engineering	957	497	(48.1)	140	246	75.7	5	66	1,220.0
English & Journalism	294	747.5	154.3	29	101	248.3	4	8	100.0
Fine & Applied Arts	191	411.5	115.4	35	77	120.0	—	—	—
Foreign Language & Literature	27	156.5	479.6	1	18	1,700.0	—	2	—
Forestry	25	33	32.0	—	—	—	—	—	—
Geography	30	32	6.7	4	8	100.0	—	—	—
Health Professions	256	452	76.6	10	61	510.0	1	4	300.0
Home Economics	131	241	84.0	14	25	78.6	—	1	—
Law	140	233	66.4	—	—	—	—	—	—
Library Science	20	40	100.0	—	95	—	—	—	—
Mathematical Science	242	428.5	77.1	31	80	158.1	2	10	400.0
Military Science	9	10	11.1	—	—	—	—	—	—
Philosophy	17	35.5	108.8	2	8	300.0	—	—	—
Physical Sciences	389	259	(33.4)	77	62	(19.5)	17	42	147.1
Psychology	72	279	287.5	10	49	390.0	4	33	725.0
Religion	130	181	39.2	5	10	100.0	—	—	—
Social Sciences	581	1,407.5	142.3	42	320	661.9	7	25	257.1
Trade & Ind. Training	6	. 29	383.3	—	5	—	—	—	—
Other Fields	70	123	75.7	37	111	200.0	—	6	—
GRAND TOTAL	6,597	11,510	74.5	1,323	2,821	113.2	92	412	347.8

SOURCE: From the files of the Oklahoma State Regents for Higher Education.

leges and universities in the 1969-70 Academic Year. It will be noted that the two state universities offer the great majority of programs among the state institutions, with ninety-eight and sixty-five respectively offered by the University of Oklahoma and Oklahoma State University. The six state colleges offer but a single program each, the Master of Education. Among the private schools, the University of Tulsa offers the most programs, forty-two, followed by Phillips University with programs in five fields. At the doctoral level, only three institutions currently offer programs. These are the University of Oklahoma, with a total of forty-seven fields, Oklahoma State University, forty-four, and the University of Tulsa, with five.

FIGURE 7

PERCENTAGE GROWTH IN BACHELOR'S DEGREES CONFERRED AT OKLAHOMA COLLEGES AND UNIVERSITIES 1959 THROUGH 1969 BY DIVISION OF STUDY



NOTE: The solid line between the bars represents the average ten-year growth for all fields. Only the ten largest fields of study are shown above.

TABLE 25

MASTER'S AND DOCTOR'S DEGREE PROGRAMS AVAILABLE IN OKLAHOMA FOUR-YEAR COLLEGES AND UNIVERSITIES, 1969-70

Field of Study	Master's															Doctor's					
	OU	OSU	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OCU	Phillips	Tulsa	Total Private	Grand Total	OU	OSU	Total State	Tulsa	Total Private	Grand Total
Agriculture		5							5						5		5	5			5
Architecture	1	1							2						2						
Biological Science	11	7							18				3	3	21	10	6	16			16
Bus. & Commerce	6	2							8		1		4	5	13	1	1	2			2
Education	14	10	1	1	1	1	1	1	30		2	3	6	11	41	10	8	18	3	3	21
Engineering	14	15							29				5	5	34	8	11	19	2	2	21
Eng. & Journalism	7	2							9				1	1	10	1	1	2			2
Fine & Applied Arts	14	1							15			1	9	10	25	1		1			1
Foreign Lang. & Lit.	5								5						5	2		2			2
Forestry																					
Geography	1	1							2						2	1		1			1
Health Professions	3	2							5						5	2	2	4			4
Home Econ.	6	6							12						12		1	1			1
Law																					
Library Science	1								1						1						
Mathematics	1	2							3				1	1	4	1	2	3			3
Military or Air Sci.																					
Philosophy	1	1							2						2	1		1			1
Physical Science	4	3							7				4	4	11	3	2	5			5
Psychology	1	1							2				4	4	6	1	1	2			2
Religion										1		1	2	4	4						
Social Science	8	5							13				3	3	16	5	4	9			9
Trade & Ind. Train.		1							1						1						
Miscellaneous																					
Total Programs Available	98	65	1	1	1	1	1	1	169	1	3	5	42	51	220	47	44	91	5	5	96

Historically, teacher education has dominated the number of degrees conferred at the master's level. In 1958-59, teacher education degrees comprised 60 per cent of the total, as revealed in Table 24. In that year, 1,323 master's degrees were conferred by all Oklahoma institutions, of which 793 were recorded in teacher education. The ten largest fields other than teacher education totaled only about 50 per cent of the degrees conferred in teacher education. By 1968-69, the pattern had shifted somewhat. In that year, teacher education degrees made up just 46 per cent of the total at the master's level, and the ten largest fields other than teacher education equaled the number conferred

TABLE 26

BACCALAUREATE AND HIGHER-LEVEL PROFESSIONAL PROGRAMS AVAILABLE IN OKLAHOMA COLLEGES AT THE BEGINNING OF THE 1969-70 ACADEMIC YEAR[a]

Field of Study	OU	OSU	OCLA	PAMC	LU	CSC	ECSC	NESC	NWSC	SESC	SWSC	OBU	OCU	Phillips	Tulsa
Architecture	X	X													
Business	X	X													X
Chemistry	X	X													X
Engineering	X	X													X
Forestry		X[b]													
Journalism	X	X													
Law	X												X		X
Librarianship	X														
Medical Technology	X														
Medicine	X														
Music	X	X	X									X	X	X	X
Nursing	X											X			
Pharmacy	X										X				
Physical Therapy	X														
Psychology	X														
Public and Comm. Health	X														
Social Work	X														
Speech Pathology & Aud.	X														
Teacher Education	X	X	X	X	X	X	X	X	X	X	X			X	X
Theology														X	
Veterinary Medicine		X													

[a]Professional programs listed are those recognized by the National Commission on Accrediiting. Professional programs in process of approval which may have been accredited during the 1969-70 academic year are not included.
[b]Affiliate status.

in that field. The fields in greatest competition with teacher education for graduates included social sciences, engineering, business and commerce, and English and journalism.

Degrees conferred at the doctor's level during the past ten years have shown a meteoric rise, increasing from 92 in 1958-59 to a total of 412 in 1968-69, as shown in Table 24. Education still holds a commanding lead in total degrees conferred, but a significant number of degrees was awarded in engineering (66) in the most recent year. Both the physical sciences and biological sciences, along with psychology and business and commerce, showed sizable ten-year gains.

Professional Programs

The emphasis thus far in this chapter has been upon the number and kind of degree-programs available in Oklahoma colleges. An inventory of formal programs would not be complete, however, without some reference to professional programs offered by the various colleges. A professional program is distinguished from a degree-program in that the former usually requires not only the completion of a formal degree, but also the fulfillment of additional requirements. Before being allowed to assume professional status, an aspirant often must serve a professional internship (medicine), or pass a rigid examination (law), and in most

cases, he must also obtain a license from the State in order to practice his profession.

A professional school, according to the National Commission on Accrediting, is a "school which is separately accredited by a specialized accrediting agency other than the regional accrediting body." While there are dozens of specialized accrediting agencies, there are currently only 24 that are recognized by the National Commission on Accrediting. These specialized agencies accredit institutions in 29 baccalaureate and higher level professional programs. These programs are listed as follows:

Architecture
Art
Business
Chemistry
Dental Hygiene
Dentistry
Engineering
Forestry
Journalism
Landscape Architecture
Law
Librarianship
Medical Record Librarianship
Medical Technology
Medicine
Occupational Therapy
Physical Therapy
Music
Nursing
Optometry
Osteopathy
Pharmacy
Psychology
Public & Community Health
Social Work
Speech Pathology & Audiology
Teacher Education
Theology
Veterinary Medicine

Table 26 indicates the professional programs in Oklahoma colleges which were accredited by specialized accrediting agencies as of 1969-70 academic year. Teacher education is the accredited program operating in the greatest number of institutions, 13; followed by music, 7; business, engineering, chemistry, and law, 3 each; and architecture, nursing, journalism, and pharmacy, with two each. The following professional programs were accredited at only one institution each: librarianship, medicine, medical technology, physical therapy, psychology, public and community health, social work, speech pathology & audiology, theology, and veterinary medicine.

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CHAPTER VI

ORGANIZATION FOR CONTROL OF HIGHER EDUCATION IN OKLAHOMA

Oklahoma's current organization for control of higher education is chiefly an outgrowth of two factors: a large number of public colleges and universities established in Oklahoma between 1890 and 1940; and a relatively small number of students and dollars available with which to operate these institutions. The State Coordinating Board for Higher Education, a fifteen-member board of laymen and educators appointed in 1939 by Governor Leon C. Phillips to help bring order out of an almost chaotic situation in higher education, described the scene then prevailing in Oklahoma as follows:

> Oklahoma has within its borders forty-six schools offering academic work beyond the high school level. Eighteen were established by the state legislature, nineteen are local junior colleges established by public school districts, eight are private church related institutions, and one is controlled by an independent, self-perpetuating board of trustees . . . .
>
> In common with most other states, Oklahoma has no system of higher education in the sense that we speak of a public school "system." It has, on the other hand, a group of self-contained units, each with the tendency — however latent — to expand, to increase enrollment, staff, curriculum, physical plant, and prestige. The private institutions compete with the public institutions, and these in turn compete with each other for students and for legislative appropriations. There has been a tendency for institutions to offer any courses of study which promised to bring in more students, regardless of how well equipped they have been to offer the new curricula. State institutions have expanded to a larger extent, both horizontally and vertically, than may have been warranted by their financial resources.[1]

In September, 1940, the State Coordinating Board for Higher Education submitted to the Governor a report containing certain recommendations about the structure and control of Oklahoma higher education. As an outgrowth of that report, the Oklahoma Legislature proposed a constitutional amendment which was referred to the people on March 11, 1941. The people approved the amendment, Article XIII-A of the Oklahoma Constitution, creating The Oklahoma State System of Higher Education. The new organizational pattern took the eighteen state-supported institutions, formerly "self-contained units," and made them parts of a new single entity, the "State System." The prevailing pattern of institutional governing boards was kept intact, and a new coordinating board, the Oklahoma State Regents for Higher Education, was superimposed over the entire structure to carry out certain state-level functions, namely planning and coordination.

History of Statewide Coordination

Before World War II most states which had revised their organizational structure for statewide governance of higher education had abolished the individual governing boards and placed all of the institutions under a single governing board with statewide responsibilities.[2] The most unique feature of the structure created in Oklahoma was the fact that the statewide planning and coordinating board did not replace the institutional governing boards, but was instead superimposed over them.

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1 *A System of Higher Education for Oklahoma*: The Report *of the State Coordinating Board,* Oklahoma State Regents for Higher Education, 1942, pp. 13-14.

2 This chapter has drawn extensively from an unpublished paper written in 1966 by Dr. James L. Miller, Director of the Center for the Study of Higher Education at the University of Michigan. Dr. Miller is a member of the Advisory Committee on Statewide Master Planning at the University of California at Berkeley's Center for Research and Development in Higher Education. His latest publication in the field of state-level coordination is "Institutional Individualism and State Higher Education Systems," in *Compact,* June, 1969, pp. 27-30.

Only certain specifically enumerated responsibilities and authority were given to the coordinating board, with all other board responsibilities remaining with the institutional governing boards.

It is not clear whether the Oklahomans involved in drafting the new structure for higher education were aware of the extent to which they were breaking new ground. The pattern which they set, however, has since been copied by many states, and today is the most frequently used form of higher education coordination in the fifty states. When Oklahoma adopted it, the pattern was being utilized in only one or two states. Currently, at least twenty-six states use some form of the Oklahoma coordination pattern, including New Mexico, Texas, Ohio, Colorado, Virginia, California, Arkansas, Illinois and New Jersey. Another nineteen states utilize a single board for both coordinating and governing purposes. Only five states still had no statewide coordinating agency in the summer of 1969, and most of those states are in the process of either considering or establishing such an agency.[3]

Proponents of the governing-board pattern of coordination cite it as being more efficient than the coordinating-board type, since the same agency is responsible not only for statewide policy making in higher education, but is also the administrative agency to see that such policy is carried out. Because the same board is able to make policy, assign institutional functions and programs, hire the presidents and other personnel at institutions, build the buildings etc., there is a much better chance of effecting coordination than would be the case where one board is responsible for statewide policy making and another board responsible for carrying it out.

A criticism which has been leveled at the governing-board pattern of coordination is that one board cannot effectively carry out the duties of both a coordinating board and an operating board without developing a bureaucracy of considerable dimension, including staff competence in a number of program areas and by type of institution governed. The more institutions — and the more institutional types — in a state, the more difficult it is for the governing-board type of agency to carry out its job effectively.

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[3] *Compact,* Education Commission of the States, June, 1969, p. 8.

A single board composed of laymen meeting one day each month obviously is unable to spend much time with each individual institution in a state system with fifteen, twenty, or even more institutions. In such cases, the institutional president usually winds up making both the policy and the operating decisions for his institution, with little oversight (and hence little understanding and protection) from the state board. Because of this tendency, some states in which a single board is responsible for both coordination and operation have elected — or have resorted to — the creation of local advisory boards to help out with the operation of individual institutions. The State of West Virginia has recently adopted that strategy, after having previously abolished all individual boards in favor of one statewide board for both coordination and operation.

Those who favor the coordinating-board pattern over the single governing-board type of agency point out that coordination and operation are two different functions, and therefore should be under the jurisdiction of two different boards. Broad policy decisions at the state level with regard to long-range planning and the allocation of programs and resources to institutions should be treated by the coordinating board, whereas decisions with respect to institutional personnel and the allocation of resources inside the institution are better left to the discretion of the operating board. With each type of board thus free to concentrate on a specific aspect of the problem, the business of higher education can go forward on a more systematic basis.

The major weakness of the coordinating-board type of higher education agency, according to its critics, is that its policy pronouncements and its recommendations are often ignored or circumvented by institutional governing boards, each of which is intent on institutional growth, program expansion, and enlargement of its own sphere of influence, regardless of the needs of the state. With no power to hire presidents or make other management decisions at the institutional level, the coordinating board is often powerless to deal with problems until they get to the state level, making them doubly difficult to deal with.

Although neither pattern of coordination has won a clear-cut victory over the other, it appears that the Oklahoma type is currently in the ascen-

dency, and that it — or some adaptation of it — will ultimately be utilized by approximately three out of five states, particularly in those having large numbers and several types of institutions.

Oklahoma's Structure for Public Higher Education

Currently the nineteen state-supported colleges and universities in Oklahoma operate in a network consisting of eight boards (see Figure 8). One of these boards, as described previously, is the Oklahoma State Regents for Higher Education, a "coordinating board" over all state institutions, the only board with state-wide responsibilities. The other seven boards are "governing boards" with direct operating responsibilities for the institution or institutions under their operating control. One of the governing boards has eight institutions under its control, another operates six institutions, and five boards operate one institution each. In addition to the nineteen state-supported institutions, the State Regents also coordinate six locally operated but state-assisted community colleges, which institutions were made a part of the State System in 1967.

Four of the eight boards for state institutions are so-called "constitutional boards," since they have their origins in the Oklahoma Constitution. The other four boards were created by statute, hence are known as "statutory boards." The four established by the Constitution are the Oklahoma State Regents for Higher Education (the statewide coordinating board), the Board of Regents of The University of Oklahoma, the Board of Regents for Oklahoma State University and the Oklahoma A & M Colleges, and the Board of Regents of Oklahoma Colleges. The four governing boards established by state law are the Board of Regents of the Oklahoma College of Liberal Arts, the Board of Regents of Northern Oklahoma College, the Board of Regents of the Oklahoma Military Academy, and the Board of Regents of the Tulsa Junior College.

At present there is considerable interest in Oklahoma concerning whether public higher education boards should be constitutional or statutory in nature. Those individuals and institutions which lived through the harrowing days of the 1930's when statutory higher education boards were often the target of untoward executive and legislative intervention are concerned lest Oklahoma return to that kind of pattern. On the other hand, those favoring statutory boards point to the fact that several institutions governed by statutory boards have prospered in recent days, proving that institutions have nothing to fear under properly safeguarded statutory boards. Since there are examples in other states of both good and poor constitutional boards, as well as both good and poor statutory boards, it is not likely that definitive proof can be advanced favoring one type over the other. Rather, Oklahoma will probably have to make its own decision based on its particular history and needs.

The Oklahoma State Regents for Higher Education

Article XIII-A of the Constitution provides that "All institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of a unified system to be known as 'The Oklahoma State System of Higher Education'." That same article also provides for the establishment of the Oklahoma State Regents for Higher Education as the coordinating board of control for the system, and vests in it certain specific powers, as enumerated below:[4]

1. It shall prescribe standards of higher education applicable to each institution;
2. It shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed;
3. It shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions;
4. It shall recommend to the State Legislature the budget allocations to each institution, and;
5. It shall have the power to recommend to the Legislature proposed fees for all of such institutions, and any such fees shall be effective only within the limits prescribed by the Legislature.

Section 3 of the Constitution provides that appropriations made by the Legislature for institu-

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[4] Article XIII-A, Section 2, *Constitution of Oklahoma.*

FIGURE 8

THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
(COORDINATING BOARD OF CONTROL) ■

DUTIES:

1. Determine Functions and Courses of Study.
2. Prescribe Standards of Education.
3. Grant Degrees and Other Forms of Academic Recognition.
4. Recommend to State Legislature Budget Allocations.
5. Allocate Funds Appropriated by State Legislature.
6. Allocate Revolving Funds.
7. Determine Student Fees.
8. General Coordination.
9. Research, Study and Planning.

MEDICAL CENTER

GEOLOGICAL SURVEY

OU CSC ECSC NESC NWSC SESC SWSC OMA OCLA NOC TJC MURRAY CONNORS ESC NEOAMC CAMERON PSC LU OSU

COLLEGE OF VETERINARY MEDICINE

AGRICULTURAL EXPERIMENT STATION

AGRICULTURAL EXTENSION DIVISION

OKMULGEE TECH

OC TECH

BOARD OF REGENTS OF THE UNIVERSITY OF OKLAHOMA ■	BOARD OF REGENTS OF OKLAHOMA COLLEGES ■	BOARD OF REGENTS OF THE OKLAHOMA MILITARY ACADEMY ●	BOARD OF REGENTS OF THE OKLAHOMA COLLEGE OF LIBERAL ARTS ●	BOARD OF REGENTS OF THE NORTHERN OKLAHOMA COLLEGE ●	BOARD OF REGENTS OF THE TULSA JUNIOR COLLEGE ●	BOARD OF REGENTS FOR OSU AND THE OKLAHOMA A & M COLLEGES ■

GOVERNING BOARDS
(ADMINISTRATIVE CONTROL)

DUTIES

1. Determine Management Policy.
2. Employ Personnel, Fix Salaries, and Assign Duties.
3. Contract for Other Services.
4. Custody of Records
5. Acquire and Hold Title to Property.
6. Academic Administration.
7. Student Life.
8. Budget Administration.
9. Purchasing.
10. Plan and Construct Buildings.
11. Auxiliary Enterprises.
    a. Issuance of Bonds.
    b. Administration of Self-Liquidating Properties.
12. General Responsibility for Government of the Institutions.

■ CONSTITUTIONAL BOARDS

● STATUTORY BOARDS

NOTE: The State Regents also have the legal responsibility for coordinating community junior colleges, of which there are currently six.

tions in the State System be made in consolidated form without reference to any particular institution, and that the State Regents shall allocate these funds " . . . to each institution according to its needs and functions." Section 4 provides that private, denominational, and other institutions of higher learning may become coordinated with the State System under regulations set forth by the State Regents.

Statutory Provisions

Vitalizing legislation, adopted by the Oklahoma Legislature, further provides the following powers and duties of the State Regents:[5]

1. Prescribe standards for admission to, retention in and graduation from state educational institutions;
2. Accept federal funds and grants and use the same in accordance with federal requirements;
3. Accept and disburse grants, gifts, devises, bequests, and other monies and property from foundations, corporations, and individuals;
4. Establish, award, and disburse scholarships and scholarship funds and rewards for merit from any funds available for such purpose;
5. Allocate revolving and other non-state-appropriated educational and general funds;
6. Transfer from one institution to another any property belonging to such institution when no longer needed by it and when needed by another institution to accomplish its functions;
7. Prepare and publish biennially a report to the Governor, the Legislature, and institutions, setting forth the progress, needs, and recommendations of state educational institutions and of the State Regents;
8. Conduct studies, surveys and research projects to gather information about the needs of state educational institutions and make such additional reports and recommendations as it deems necessary or as the Governor or the Legislature may direct, and publish such information obtained as may be considered worthy of dissemination;
9. Exercise all powers necessary or convenient to accomplish the purposes and objectives of Article XIII-A, of the Constitution of Oklahoma.

Qualifications of Members, Organization

The Constitution provides that there shall be nine members of the Oklahoma State Regents for Higher Education who shall be appointed by the Governor, confirmed by the Senate, and who shall be removable only for cause. Members of the State Regents are appointed for terms of nine years with one new member appointed each year. Terms begin on May 16 of each year. The qualifications of members of the State Regents are prescribed by law. Members must be not less than 35 years of age, cannot be employees or members of the staff or governing board of any institution in the state system of higher education and cannot be officials or employees of the State of Oklahoma. Not more than three graduates or former students of any one institution in the state system can serve during the same period of time. No more than two members can be appointed from the same Congressional district. Vacancies on the State Regents are filled by the Governor, for the unexpired term, by and with the advice and consent of the Senate.

The members of the State Regents annually elect from their membership a Chairman, Vice Chairman, Secretary, and Assistant Secretary, each of whom serve for one year. The State Regents are empowered to employ such personnel as it deems necessary to carry out its functions and duties and to fix the compensation and other benefits for its staff.

Broadly stated, it is the responsibility of the State Regents through its research and planning function to look at the overall needs for higher education in Oklahoma, and then, through its coordinating function, to allocate programs and resources among the public institutions in such a way as to achieve maximum utilization of both resources and institutions.

Governing Boards

Once the functions and programs of institutions have been determined, standards of education established, and resources allocated by the coordi-

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5 70 O. S. Supp. 1969, Section 3206.

nating board, the institutional governing boards assume responsibility for operation of the institutions. The governing boards of regents in the State System generally perform the following duties:

1. Determine management policy;
2. Employ personnel, fix their salaries, and assign their duties;
3. Contract for other services needed;
4. Have custody of records;
5. Acquire and hold title to property; and
6. Assume general responsibility for operation of the institutions.

Among specific areas of administrative control for which the governing board assumes responsibility in operating an institution are:

1. General academic policy and administration;
2. Student life;
3. Budget administration;
4. Planning and constructing buildings;
5. Purchasing; and
6. Auxiliary activities budgeting and administration, including the issuance of bonds and administration of self-liquidating properties.

Also, the governing board through its administrative officer assumes responsibility for making recommendations to the coordinating board — the State Regents — regarding possible change in functions and programs of study, possible change of standards, and budgetary needs both for general operation and for capital improvements.

The seven governing boards of the state-supported colleges and universities in Oklahoma, together with the institutions and constituent agencies governed by each, are as follows:

Governing Board	Institutions and Constituent Agencies	Location
1. Board of Regents of the University of Oklahoma	University of Oklahoma	Norman
	Geological Survey	Norman
	Medical Center	Okla. City
2. Board of Regents for Agricultural and Mechanical Colleges	Oklahoma State University	Stillwater
	Agricultural Experiment Station	Stillwater
	Agricultural Extension Division	Stillwater
	College of Veterinary Medicine	Stillwater
	School of Technical Training	Okmulgee
	Technical Institute	Okla. City
	Panhandle State College	Goodwell
	Langston University	Langston
	Cameron State Agricultural College	Lawton
	Connors State College	Warner
	Eastern State College	Wilburton
	Murray State College	Tishomingo
	Northeastern Oklahoma A & M College	Miami
3. Board of Regents of Oklahoma Colleges	Central State College	Edmond
	East Central State College	Ada
	Northeastern State College	Tahlequah
	Northwestern State College	Alva
	Southeastern State College	Durant
	Southwestern State College	Weatherford

4. Board of Regents for the Oklahoma College of Liberal Arts	Oklahoma College of Liberal Arts	Chickasha
5. Board of Regents for Northern Oklahoma College	Northern Oklahoma College	Tonkawa
6. Board of Regents of Oklahoma Military Academy	Oklahoma Military Academy	Claremore
7. Board of Regents of Tulsa Junior College	Tulsa Junior College	Tulsa

Seven Governing Boards

Board of Regents of the University of Oklahoma. — This is the governing board for the University of Oklahoma and two constituent agencies administered by the University, namely the Medical Center and the Geological Survey. The board was created by constitutional amendment on July 11, 1944, referred to the people by the Legislature in 1943.[6] That amendment, Section 8 of Article XIII, provided that the government of the University of Oklahoma would be vested in a Board of Regents consisting of seven members to be appointed by the governor, by and with the advice and consent of the senate, with overlapping terms of seven years each. The powers and duties of the board are prescribed by the legislature in the statutes.[7] The members of the board are subject to removal only as provided by law for the removal of elective officers not subject to impeachment.

Board of Regents for Agricultural and Mechanical Colleges. — This is the governing board for thirteen budget agencies of the twenty-six in the State System. Institutions and constituent agencies under the board include Oklahoma State University (and the Agricultural Experiment Station, the Agricultural Extension Division, the College of Veterinary Medicine, the School of Technical Training at Okmulgee, and the Technical Institute at Oklahoma City), Panhandle State College, Langston University, Northeastern Oklahoma A & M College, Connors State College, Eastern Oklahoma State College, Murray State College, and Cameron State Agricultural College.

The "A & M Board," as it sometimes is referred to, was created by constitutional amendment by a vote of the people on July 11, 1944, amending Article VI, Section 31-A. The amendment created a Board of Regents for the Oklahoma Agricultural and Mechanical College and all agricultural and mechanical schools and colleges maintained in whole or in part by the state. The board consists of nine members, eight to be appointed by the governor for eight-year staggered terms (a majority of which must be farmers) by and with the advice and consent of the senate, with the ninth member to be the president of the State Board of Agriculture. The duties of the board are set forth in the statutes.[8]

Board of Regents of Oklahoma Colleges. — This board was created on July 6, 1948, when the people of Oklahoma adopted an amendment to the Oklahoma Constitution known as Article XIII-B. The board governs six colleges, namely Central State College, East Central State College, Northeastern State College, Northwestern State College, Southeastern State College, and Southwestern State College. The board is composed of nine members, eight appointed by the governor by and with the advice and consent of the senate, and the ninth member is the State Superintendent of Public Instruction.[9] The Constitution directs that the personnel of the board shall not include more than two members from any one profession, with one member to come

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6 E. T. Dunlap, "The History of Legal Controls of Public Higher Education in Oklahoma," unpublished doctoral dissertation, Oklahoma State University, 1965, p. 92.

7 O. S. Supp. 1969, Title 70, Sections 3301-3311.

8 Title 70, O. S. Supp. 1969, Sections 3401-3422.

9 Article XIII-B, Constitution of Oklahoma.

from each Congressional District. No member is eligible to be an officer, supervisor, president, instructor or employee of any of the colleges under the board within two years of the expiration of his term. A member who misses more than two board meetings in succession without the consent of the board majority "shall have his office declared vacant by the governor."[10]

Board of Regents of the Oklahoma College of Liberal Arts. — This board was created by statute in 1965 to govern the Oklahoma College of Liberal Arts. It is composed of seven members, appointed by the governor by and with the advice and consent of the senate for seven-year overlapping terms. The board is successor to the board which formerly governed Oklahoma College for Women. The powers and duties of the board are set out in the statutes creating the board.[11]

Board of Regents of the Northern Oklahoma College. — This board was created in 1965 by statute to govern the Northern Oklahoma College. It is composed of five members appointed by the governor by and with the advice and consent of the senate. The members serve five-year overlapping terms. The powers and duties of the board are set out in the act creating the board.[12] No two members of the board may come from the same profession, nor may more than three members be residents of the same county.

Board of Regents of the Oklahoma Military Academy. — This board was created by the legislature in 1965 to govern the Oklahoma Military Academy. It is composed of five members appointed by the governor by and with the advice and consent of the senate for five-year terms. No two members may reside in the same county, nor may two members come from the same profession or occupation. The powers and duties of the board are set forth in the act creating the board.[13]

Board of Regents of the Tulsa Junior College. — This board was authorized by the legislature in 1968 to govern the Tulsa Junior College. The board is composed of seven members, appointed by the governor by and with the advice and consent of the senate for seven-year overlapping terms. Four members of the board shall be from Tulsa County. The powers and duties of the board are set forth in the act creating the institution.[14]

Community Junior Colleges

In addition to the seven governing boards of state-supported institutions described above, six Boards of Trustees for public community colleges in Oklahoma also function as governing boards in the State System. These boards, selected locally by citizens in their respective community junior college districts, govern the following community junior colleges: Altus Junior College; El Reno Junior College; Oscar Rose Junior College, Midwest City; Poteau Community College; Sayre Junior College; and Seminole Junior College. Powers and duties of Boards of Trustees for community junior colleges are set forth in the statutes.[15]

Possible Changes in Board Organization

The earlier parts of this chapter have dealt with a review of the constitutional and statutory origins of the various boards in Oklahoma higher education. Some of the weaknesses and problems of the system were mentioned in passing, but were not comprehensively treated. The remainder of the chapter will be devoted to possible changes which might be made to help achieve a more rational structure. Some of these changes are clearly desirable, whereas others are merely problems of inconsistency and may not be worth the effort required to achieve them. A few of the suggestions can probably be agreed upon by most people concerned, while others will be of a more controversial nature and will require considerable debate and possible compromise before being implemented.

Size of Boards

The eight higher education boards are currently of different sizes ranging from five members to nine members. It would probably simplify public under-

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[10] *Ibid.*, Section 5.

[11] Title 70, O. S. Supp. 1969, Sections 3601-3606.

[12] Title 70, O. S. Supp. 1969, Sections 3701-3706.

[13] Title 70, O. S. Supp. 1969, Sections 3801-3806.

[14] Title 70, O. S. Supp. 1969, Section 4413.

[15] Title 70, O. S. Supp. 1969, Sections 4401-4412.

standing of the boards if they were the same size. This is probably not a major issue, since all of the boards are large enough to be sufficiently representative, but not so large as to make them ineffective. However, since the size of a board generally determines the length of term for board members (members of a five-member board generally serve five years, etc.), size may be a more important consideration than it first appears.

Length of Terms

Terms of board members currently vary from five years to nine years. This length of time is, particularly for those serving seven and nine-year terms, sufficiently long enough for members to learn about their responsibilities and to provide for satisfactory board operation. Consideration might be given to making all boards the same size, preferably with nine members each, which would tend to provide stability of operation and at the same time provide the opportunity for more citizens to become informed participants in the governance of higher education.

Geographic Requirements and Restrictions

At present the members of two boards, the A & M Board and the Board of Regents for State Colleges, are appointed from eight statutorially established districts which are markedly unequal in population, with the smallest having about 150,000 people and the largest 690,000. Provided that the original notion behind having the members appointed from congressional districts was to ensure equal representation of the electorate on the two higher education boards, that situation no longer obtains. The use of districts also is complicated by the fact that the Constitution specifically states that the Regents of Oklahoma Colleges shall be appointed from congressional districts, but the number of such districts has now diminished from eight to six. It would be desirable for this situation to be cleared up by amending the Constitutional provision.

Consideration might be given to abandoning appointment by specified districts altogether, since recent experience in Oklahoma indicates that geographical representation will be taken care of adequately when appointments are made by the governor and confirmed by the senate. In the absence of such change, however, consideration might be given to revision of district boundaries so as to make them more equal in population.

Occupational Preference and Restrictions

The requirement that a majority of the members of the Board of Regents for Agricultural and Mechanical Colleges be farmers no longer seems appropriate. While there should not be prejudice against the appointment of farmers, neither should there be legal prejudice against non-farmers and ranchers. Presently the A & M Board governs Oklahoma State University, a large, multi-purpose institution offering a wide variety of instructional, research, and public service activities. Agriculture is only one aspect, albeit an important one, of the institution's program. In addition, that board presently governs seven other four-year and two-year institutions, most of which have only a small number of students enrolled in agriculture. It would therefore seem appropriate for the A & M Board to be broadly representative of Oklahoma citizens in many different occupations without having a majority of members from any one occupation.

Need for Articulation of Structure

Although Oklahoma's structure for overall control of public higher education is fundamentally sound, a number of inconsistencies currently exist in the structure for governmental control. There are three ideal, or pure types of organization for governmental control, as follows:

1. A governing board for each institution
2. A governing board for institutions with like functions
3. A governing board for all institutions

In the first ideal type as set out above, each college or university would have its own governing board, under the coordinating control of a statewide board. In the second ideal type, all of the two-year colleges would be grouped together under one board, all of the four-year colleges under another board, etc., with all types under a statewide coordinating board. In the third type, all institutions would be under the control of one super-board, as in the state of Georgia, where the State Board of Regents acts as both

the governing board and coordinating board for all institutions.

Oklahoma currently has examples of all three ideal, or pure types of governmental control in higher education. For example, five governing boards operate but a single institution each: these are the boards of regents for the University of Oklahoma, Oklahoma College of Liberal Arts, Northern Oklahoma College, Oklahoma Military Academy, and Tulsa Junior College. One governing board — the Board of Regents for Oklahoma Colleges — operates six institutions of like type. Finally, one governing board — the Board of Regents for Agricultural and Mechanical Colleges — operates a multi-purpose university, three four-year colleges, four two-year colleges, and five other budget agencies, including two branches offering vocational and technical education, a College of Veterinary Medicine, and two other agricultural agencies.

If it could be determined which of the three ideal, or pure types of governmental control offers the best chance of achieving maximum results, then Oklahoma might consider altering its structure to adopt the most promising. Any of the three, however (with the possible exception of the single-board structure) would be an improvement over the current pattern, which is a mixture of perhaps the best and worst of the patterns currently in existence over the nation.

Almost a decade has elapsed since any comprehensive study of the organization and administration of public higher education has been made. The most recent study, produced in 1960 by the U. S. Office of Education, reached the following conclusion with respect to state-level organization for control of higher education:

> With growing enrollments, more and more States in the next decade will likely become sensitive to the need for statewide coordination of public higher education. If a fresh start could be taken in a State having nine or more public colleges, the authors would argue for a system to place each institutional unit, whether a 2-year college or a 4-year institution or a complex university, under its own governing board, and over this board, a statewide coordinating board with major duties of interinstitutional programming, budget coordination, and long-range planning. To the extent that changes can be effected in a gradual and orderly fashion and without loss of valuable local strength in organization, the authors hold that State structures of higher education should be directed toward such a plan.[16]

The difficulties involved in one board's attempting to govern a number of institutions are considerable, particularly when the institutions being governed are unlike in their size, functions, geographic location, educational programs, and student composition. In operating more than one institution, a governing board inevitably gives more attention to one institution than to another, or develops a better understanding of the problems of one institution than of another. To treat all institutions alike is to treat all badly, since all are different. Not to treat all alike, however, raises questions of equity and justice. In addition, a lay board which has only one or two days per month to spend in its governmental function is faced with a very practical problem of finding time to study and listen to the problems of several institutions, and may therefore wind up taking action on the basis of insufficient information and analysis, particularly when there is no professional staff to help compile and organize the material and problems to be considered.

Possible Realignment of Boards and Institutions

Several possibilities present themselves when a possible realignment of boards and institutions is considered. One pattern might have each college or university with its own governing board operating under the coordinating control of the Oklahoma State Regents for Higher Education. A second pattern might have each of the institutions by type (two-year, four-year, university) under its own governing board, with the State Regents exercising coordinating control over the three types. A third possibility would be to abolish all present boards and create a combination governing-coordinating board to control the entire system. Still a fourth would be to establish governing boards for each of the two complex universities, and one or more boards for each of the other three types of institutions, with the present arrangement for coordination unchanged. Each of these boards could become

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[16] S. V. Martorana and Ernest V. Hollis, *State Boards Responsible for Higher Education*, U. S. Department of Health, Education, and Welfare, 1960, pp. 49-50.

expert in a specific functional area of higher education — university operation, senior college operation, or junior college operation. Each of the institutions under a board could then expect its governing body to be better informed about its particular type of problems than is possible under present structure.

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CHAPTER VII

OKLAHOMA HIGHER EDUCATION RESOURCES

For the fiscal year 1969-70, institutions and agencies of The Oklahoma State System of Higher Education budgeted for expenditure approximately $108 million for educational and general purposes, a considerable increase over the level of activity in those same institutions just ten years earlier, when slightly more than $40 million was budgeted for educational and general purposes. Thus, during the decade of the 1960's, Oklahoma's public system of higher education increased its operating resources by $67 million, an increase of 167 per cent for the decade, or roughly 10 per cent per year, compounded.

Table 27 on the following page shows the educational and general budget funds for the State System for the fiscal years 1960 through 1970. During that decade, while total budget funds for educational and general purposes were going up by 166.8 per cent, state appropriations went up by only 120.6 per cent, from $27 million to $59.5 million.[1] Meanwhile, revolving fund income (student fees, etc.) was increasing by a whopping 260 per cent, going up from about $13.4 million to a total of $48.2 million. Thus the rate of increase from state appropriations was only about half that of revolving funds, which means that state appropriations makes up a smaller proportion of total institutional income in 1970 than in the fiscal year 1960. Two reasons for the rapid increases in revolving fund income in recent years is the fact that student enrollments doubled between 1958 and 1968, and general student fee charges at state institutions also doubled during that period, which two factors in combination served to double and redouble income from student fees during the past ten years.

TABLE 27

EDUCATIONAL AND GENERAL BUDGET FUNDS, OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION, FISCAL YEARS 1960-70

Fiscal Year	Educational Operations	From State Appropriations	From Revolving Fund (Fees, etc.)
1959-60	40,383,332	27,000,000	13,383,332
1960-61	42,841,415	27,000,000	15,841,415
1961-62	46,198,006	30,000,000	16,198,006
1962-63	50,296,750	30,000,000	20,296,750
1963-64	54,890,082	33,504,888	21,385,194
1964-65	58,377,085	33,504,888	24,872,197
1965-66	67,837,779	41,867,500	25,970,279
1966-67	74,345,848	41,882,500	32,463,348
1967-68	87,572,415	46,858,000	40,704,415
1968-69	98,556,730	52,858,000	45,698,730
1969-70	107,732,773	59,552,133	48,180,640
% of Inc.	166.8	120.6	260.0

SOURCE: Files of the Oklahoma State Regents for Higher Education.

A general observation might be helpful. When state appropriations for educational and general purposes are compared with student enrollments for the same years, a picture is obtained of per capita support of higher education through state tax funds. Table 28 shows a ten-year pattern in state appropriations from 1959-60 through 1969-70, together with head-count enrollment increases for the eighteen institutions of the State System from 1959 through 1969. When the number of students is divided into the state appropriations for a given year, the amount of state appropriation per student is produced. In 1959, the per capita appropriation by the state was $645. In 1969 the figure was $175, an increase of $70 per capita over the ten-year period, or 11 per cent. In terms of 1959 dollars, the per capita state appropriation actually declined during the ten-year period in question.

Even though the per capita student appropriation during the past ten years was relatively static, the state appropriation per capita citizen was going up

[1] Total state expenditures for all purposes of state government increased from approximately $450 million in 1959 to about $917 million in 1969, or about 104 per cent, according to expenditure figures of the State Budget Officer. Thus higher education got slightly more than its "share" of the total increase during the past ten years, if it can be assumed that the work load of all budget agencies increased the same during that period.

TABLE 28

OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION STATE-APPROPRIATED FUNDS FOR EDUCATIONAL AND GENERAL PURPOSES 1959-60 THROUGH 1969-70 AS COMPARED WITH FALL SEMESTER ENROLLMENTS 1959-69

Year	State Appropriations	% of Inc.	Fall Head-Count Enrollments	% of Inc.	$ Per Capita
1959	$27,000,000	7.5%	41,882	4.7%	645
1960	27,000,000	0.0	43,627	4.2	619
1961	30,000,000	11.1	47,545	9.0	631
1962	30,000,000	0.0	50,177	5.5	599
1963	33,504,888	11.7	53,666	7.0	624
1964	33,504,888	0.0	60,353	12.5	555
1965	41,867,500	25.0	69,264	14.8	604
1966	41,882,500	0.0	71,982	3.9	582
1967	46,858,000	11.9	76,564	6.4	612
1968	52,858,000	12.8	81,335	6.2	650
1969	59,552,133	12.7	83,291	1.0	715
10-Year Increase	$32,552,133	120.6%	41,409	98.9%	—

SOURCE: Oklahoma State Regents for Higher Education.

substantially during the 1960's. In 1959, for example, the state appropriation to higher education for educational and general purposes per capita citizen was $11.60. Thus each taxpayer was assessed an average of $11.60 for the educational and general portion of the State System budget. In 1969, each Oklahoma taxpayer was assessed an average of $23.55, an increase of 103 per cent for the decade. Thus, in terms of effort, Oklahoma taxpayers made a substantial improvement during the 1960's for support of higher education. In terms of effect, however, there was a negative impact, due to increased enrollments and inflation.

Trends in Expenditures

As previously indicated, total educational and general budget funds (those which underwrite the educational program of the institution) increased by 166.7 per cent during the decade of the 1960's. Admittedly, gains on the order of 10 per cent annually represent a healthy increase for State System institutions during those years. Most business enterprises would probably applaud that level of increase as a healthy sign, but only in the event that profits increased along with the level of business activity. Business management would probably not consider increases in income alone as a good indicator of success, but would insist on further analysis to discover whether profits, as well as activity, increased during a given period.

In like manner, and even though higher education is not a profit-making enterprise, increases in total budgetary resources alone do not indicate whether a college or university is prospering or declining; rather, the amount of budgetary resources available must be looked at in terms of how much work load those resources are expected to accomplish. It is therefore sometimes instructive to analyze higher education income and expenditures in terms of such work-load indexes as student-credit-hours produced, number of full-time-equivalent students enrolled, and the like. In addition, it is often productive to analyze expenditures by function and by object, to discover how the resources available are broken down internally

to accomplish the work of the institution. In this way, both dollar and percentage comparisons may be made both internally and between one institution and another.

Tables 29 and 30 show educational and general expenditures for the eighteen State System institutions (excluding the non-teaching agencies) for the most recent fiscal year.[2] It will be noted that the eighteen institutions expended more than $70 million in 1968-69 in Part I of the Educational and General Budget.[3] It is generally considered desirable to put as great a proportion of the budget as possible into such functions as instruction and organized activities, libraries, and organized research with less emphasis being given to administration and general expense and physical plant operation and maintenance. However, there are limitations as to the applicability of this general rule since there is a point beyond which basic services to the institution can be unwisely sacrificed.

Table 29 shows the dollar amount of expenditures for the various functions for 1968-69. Of the $70.7 million spent by the eighteen institutions in that year for educational and general purposes, the two universities spent 57.7 per cent, the ten senior colleges 36.1 per cent, and the six two-year colleges 6.2 per cent. During 1968-69, the universities enrolled 44.3 per cent of the total full-time-equivalent students, the senior colleges enrolled 46.8 per cent, and the two-year colleges 8.9 per cent.

Percentage Relationship of Expenditures

There are a number of factors that cause the percentage relationships such as those shown in Table 30 to differ from one institution to another, some of which the institutions themselves have little or no control over. John Dale Russell[4] identifies three factors outside the immediate control of the institutions that make percentage variations almost inevitable. These three factors are (1) size of the institution, (2) location of the institution, and (3) adequacy of financing of the institution.

Generally speaking, the small college must devote a larger share of its budget to functions such as general administration and general expense and physical plant operation and maintenance than does a larger college or university. Certain basic administrative and physical plant services must be provided regardless of the size of enrollment and these services do not normally increase beyond the basic level in proportion to increases in enrollment.

Expenditures for all of the functions of the budget are affected by the degree of adequacy of financing of the institution, but some of the functions are affected more than others. If financing is inadequate, there may be a tendency to concentrate more of the resources of the institution on the more directly productive functions of the institution and less on other functions. For example, Oklahoma institutions have generally found it necessary over the years to allocate as much money as possible to faculty salaries and the least possible amount to operation and maintenance of the physical plant.

One other factor should be kept in mind in any consideration of variation of expenditures — the degree of efficiency in the operation of various segments of the institution. Institutional officials should be constantly on the alert for ways to bring about greater efficiency of operation, to obtain the maximum educational production from available operating funds.

Because of the factors mentioned above, it can be seen that there are very definite limitations to any suggested uniform pattern of distribution of expenditures for educational and general purposes. However, Russell suggests that about 60 per cent should go to instruction and organized activities, 15 per cent or less to general administration and general expense, 16 per cent or less to physical plant operation and maintenance, 5 to 6 per cent

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2 Data and explanatory material in this section of Chapter VII are drawn from a State Regents' publication by Edward J. Coyle, "Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, Fiscal Year 1968-69," January, 1970.

3 Part I of the Educational and General Budget excludes certain educational and general funds expended for contract research and services obtained primarily from federal sources, and which are considered to be of a non-recurring nature. These latter funds are budgeted in Part II, Educational and General Budget.

4 John Dale Russell, *The Finance of Higher Education* (Chicago: The University of Chicago Press, 1954), p. 135.

TABLE 29

EXPENDITURES BY 18 OKLAHOMA STATE COLLEGES AND UNIVERSITIES FOR EIGHT EDUCATIONAL AND GENERAL FUNCTIONS FOR THE FISCAL YEAR 1968-69
(amounts in dollars)

Institution	Total	General Administration	General Expense	Instruction	Organized Activities	Organized Research	Extension & Public Services	Libraries	Physical Plant
Universities:									
OU	21,257,280	892,806	1,588,102	12,232,941	603,714	921,708	1,856,925	1,047,827	2,113,257
OSU	19,528,135	823,617	1,362,672	11,456,561	383,700	1,439,148	1,160,036	977,841	1,924,560
Both Universities	40,785,415	1,716,423	2,950,774	23,689,502	987,414	2,360,856	3,016,961	2,025,668	4,037,817
Senior Colleges:									
CSC	5,668,156	210,613	470,379	3,743,368	47,638	26,246	81,005	345,744	743,163
ECSC	2,175,494	109,031	166,892	1,372,069	-0-	8,747	17,425	103,994	397,336
NESC	4,206,716	204,961	341,637	2,641,443	-0-	21,591	53,758	227,700	715,626
NWSC	2,064,911	107,990	251,736	1,270,760	31,528	-0-	62,217	65,162	275,528
SESC	2,238,796	145,433	115,527	1,623,247	-0-	-0-	23,330	93,982	237,277
SWSC	3,556,483	118,989	189,610	2,496,444	25,845	2,461	52,233	197,446	473,455
OCLA	1,138,563	74,601	83,401	786,742	25,597	-0-	-0-	78,451	89,771
Panhandle	1,330,802	93,323	78,584	801,655	87,439	66,320	17,786	66,591	119,104
LU	1,378,560	120,904	157,579	773,258	52,258	9,450	2,300	65,678	197,133
Cameron	1,749,251	94,399	99,127	1,178,157	17,575	6,048	3,024	121,241	229,680
All Senior Colleges	25,507,732	1,280,244	1,954,472	16,687,133	287,880	140,863	313,078	1,365,989	3,478,073
2-Year Colleges:									
Connors	457,737	52,234	32,468	247,001	20,097	-0-	2,198	23,956	79,783
Eastern	813,915	63,137	39,557	523,689	35,000	-0-	-0-	34,200	118,332
Murray	558,646	56,816	37,649	349,680	40,153	-0-	-0-	34,003	40,345
NEOAMC	1,401,594	103,068	71,279	903,647	35,439	-0-	-0-	79,587	208,574
NOC	653,784	48,306	30,355	444,876	-0-	108	-0-	30,903	99,236
OMA	525,942	45,956	56,006	339,209	-0-	-0-	8,579	20,554	55,638
All 2-Year Colleges	4,411,618	369,517	267,314	2,808,102	130,689	108	10,777	223,203	601,908
All Institutions	70,704,765	3,366,184	5,172,560	43,184,737	1,405,983	2,501,827	3,340,816	3,614,860	8,117,798

TABLE 30

PERCENTAGE DISTRIBUTION OF TOTAL EDUCATIONAL AND GENERAL EXPENDITURES TO EIGHT FUNCTIONS FOR 18 OKLAHOMA STATE COLLEGES AND UNIVERSITIES FOR THE FISCAL YEAR 1968-69

Institution	Total	General Adm.	General Expense	Instruction	Organized Activities	Organized Research	Extension & Public Services	Libraries	Physical Plant
Universities:									
OU	100.0	4.2	7.5	57.6	2.9	4.3	8.7	4.9	9.9
OSU	100.0	4.2	7.0	58.7	2.0	7.4	5.9	5.0	9.8
Both Universities	100.0	4.2	7.2	58.1	2.4	5.8	7.4	5.0	9.9
Senior Colleges:									
CSC	100.0	3.7	8.3	66.1	0.8	0.5	1.4	6.1	13.1
ECSC	100.0	5.0	7.7	63.1	-0-	0.4	0.8	4.8	18.2
NESC	100.0	4.9	8.1	62.8	-0-	0.5	1.3	5.4	17.0
NWSC	100.0	5.2	12.2	61.6	1.5	-0-	3.0	3.2	13.3
SESC	100.0	6.5	5.2	72.5	-0-	-0-	1.0	4.2	10.6
SWSC	100.0	3.3	5.3	70.2	0.7	0.1	1.5	5.6	13.3
OCLA	100.0	6.6	7.3	69.1	2.2	-0-	-0-	6.9	7.9
Panhandle	100.0	7.0	5.9	60.3	6.6	5.0	1.3	5.0	8.9
LU	100.0	8.8	11.4	56.1	3.8	0.7	0.2	4.7	14.3
Cameron	100.0	5.4	5.7	67.4	1.0	0.3	0.2	6.9	13.1
All Senior Colleges	100.0	5.0	7.7	65.4	1.1	0.6	1.2	5.4	13.6
2-Year Colleges:									
Connors	100.0	11.4	7.1	54.0	4.4	-0-	0.5	5.2	17.4
Eastern	100.0	7.8	4.9	64.3	4.3	-0-	-0-	4.2	14.5
Murray	100.0	10.2	6.7	62.6	7.2	-0-	-0-	6.1	7.2
NEOAMC	100.0	7.3	5.1	64.5	2.5	-0-	-0-	5.7	14.9
NOC	100.0	7.4	4.6	68.1	-0-	-0-	-0-	4.7	15.2
OMA	100.0	8.7	10.7	64.5	-0-	-0-	1.6	3.9	10.6
All 2-Year Colleges	100.0	8.4	6.1	63.7	2.9	-0-	0.2	5.1	13.6
All Institutions	100.0	4.8	7.3	61.1	2.0	3.5	4.7	5.1	11.5

for libraries, and 3 to 4 per cent for extension and research depending on institutional functions.[5] It must be emphasized that application of these criteria should not be too rigid. There is not now enough flexibility built into the criteria to allow for differences in the functions of institutions, differences in size of institutions, and the like.

Expenditures per Full-Time-Equivalent Student

Table 31 represents an effort to compare the cost of production of the various state institutions of higher learning in Oklahoma by analyzing costs on a per student basis. Table 32 presents data relative to the various objects for which educational and general funds were spent during 1968-69. The latter table breaks the total dollar amounts of expenditures into twelve classification objects.

No single measure of an educational institution's production is completely satisfactory. However, one widely used measure of production is full-time-equivalent student enrollment per year. The full-year FTE enrollment is computed for the Summer, Fall, and Spring terms as stated in the footnote to Table 31.

Because of smaller classes, the need for faculty with more specialized education, and the need for more expensive equipment, costs of teaching graduate courses are usually higher than costs of teaching undergraduate courses. For the same reasons, the costs of teaching upper-division undergraduate courses are normally higher than the costs of teaching lower-division undergraduate courses. Therefore, it is to be expected that per-student costs as reflected in Table 31 should be greater in those institutions that have large graduate enrollments. Also, other factors being equal, costs per student in senior institutions are expected to be greater than those in two-year institutions. Of course, other factors are not always equal. One very significant inequality is the size of institutions. Further, the functions and programs of an institution will have a definite effect upon FTE student costs. If an institution has been given a special function to perform that necessitates a number of high-cost programs, FTE student costs for that institution might be higher.

The two universities spent an average of $1,247.26 per student for educational and general purposes during 1968-69 as compared with $738.16 for the senior colleges and $674.04 for the two-year colleges. Analysis of each of these figures by function, by type of institution, and by size of institution indicates the influence of such factors. For example, the general administration cost per student tends to decrease as the number of FTE students increase. It is interesting to note, however, that the expenditure per full-time-equivalent student for general administration was higher at the universities with relatively large enrollments than at the senior colleges.

Expenditures by Object

By far the greatest proportion of the educational and general budget of higher education institutions is spent for salaries and wages. In 1968-69, Oklahoma's state institutions spent 45.0 per cent for teaching salaries, 13.4 per cent for other professional salaries, and 18.6 per cent for non-professional salaries and wages — a total of 77.0 per cent for salaries and wages. This compares with 74.8 per cent in 1965-66, 77.0 per cent in 1966-67, and 76.5 per cent in 1967-68.

When staff benefits are added, 80.6 per cent of total educational and general expenditures were for remuneration of faculty and staff for services rendered in 1968-69. The universities spent 79.7 per cent for that purpose, the senior colleges 82.2 per cent, and the two-year colleges 80.0 per cent.

The range in percentages for teaching salaries was from a low of 37.5 per cent at OU to a high of 55.2 per cent at Cameron. The senior colleges spent a higher proportion of their money for teaching salaries than did the other types of institutions. The senior colleges spent 52.0 per cent for this purpose, the universities spent 40.3 per cent, and the two-year colleges 47.2 per cent.

Trends in Higher Education Income

Tables 33 and 34 show the relationships among the eighteen colleges and universities with respect to source of educational and general income for

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5 John Dale Russell, "Budgetary Analysis," *College Self-Study*, ed. Richard G. Axt and Hall T. Sprague (Boulder, Colorado: Western Interstate Commission for Higher Education, 1959), p. 106.

TABLE 31

EXPENDITURES PER FULL-TIME-EQUIVALENT STUDENT BY 18 OKLAHOMA STATE COLLEGES AND UNIVERSITIES FOR EIGHT EDUCATIONAL AND GENERAL FUNCTIONS FOR THE FISCAL YEAR 1968-69
(amounts in dollars except in first column)

Institution	No. FTE Students[a]	Total Educ. and General	General Adm.	General Expense	Instruction	Organized Activities	Organized Research	Extension & Public Services	Libraries	Physical Plant
Universities:										
OU	16,225	1,310.16	55.02	97.88	753.96	37.21	56.81	114.45	64.58	130.25
OSU	16,475	1,185.32	49.99	82.71	695.39	23.29	87.35	70.41	59.36	116.82
Both Universities	32,700	1,247.26	52.49	90.24	724.45	30.19	72.20	92.26	61.95	123.48
Senior Colleges:										
CSC	8,604	658.78	24.48	54.67	435.07	5.54	3.05	9.42	40.18	86.37
ECSC	3,021	720.12	36.09	55.24	454.18	-0-	2.90	5.77	34.42	131.52
NESC	6,381	659.26	32.12	53.54	413.96	-0-	3.38	8.43	35.68	112.15
NWSC	2,591	796.96	41.68	97.16	490.45	12.17	-0-	24.01	25.15	106.34
SESC	2,294	975.94	63.40	50.36	707.61	-0-	-0-	10.17	40.97	103.43
SWSC	5,047	704.67	23.57	37.57	494.64	5.12	0.49	10.35	39.12	93.81
OCLA	1,022	1,114.05	72.99	81.60	769.81	25.05	-0-	-0-	76.76	87.84
Panhandle	1,375	967.86	67.87	57.15	583.02	63.59	48.24	12.94	48.43	86.62
LU	1,408	979.09	85.87	111.92	549.19	37.11	6.71	1.63	46.65	140.01
Cameron	2,813	621.85	33.56	35.24	418.83	6.25	2.15	1.07	43.10	81.65
All Senior Colleges	34,556	738.16	37.05	56.56	482.90	8.33	4.08	9.06	39.53	100.65
2-Year Colleges:										
Connors	597	766.73	87.49	54.39	413.74	33.66	-0-	3.68	40.13	133.64
Eastern	1,165	698.64	54.20	33.95	449.52	30.04	-0-	-0-	29.36	101.57
Murray	770	725.51	73.79	48.89	454.13	52.15	-0-	-0-	44.16	52.39
NEOAMC	2,284	613.66	45.13	31.21	395.64	15.52	-0-	-0-	34.84	91.32
NOC	1,050	622.65	46.01	28.91	423.69	-0-	0.10	-0-	29.43	94.51
OMA	679	774.58	67.68	82.48	499.57	-0-	-0-	12.64	30.27	81.94
All 2-Year Colleges	6,545	674.04	56.46	40.84	429.04	19.97	0.02	1.65	34.10	91.96
All Institutions	73,801	958.05	45.61	70.09	585.15	19.05	33.90	45.27	48.98	110.00

[a]The FTE enrollment is calculated as follows: The total semester-credit-hours earned by undergraduate students are divided by the figure 30, and the total semester-credit-hours earned by graduate students are divided by the figure 24. The sum of these two calculations constitutes the FTE enrollment.

TABLE 32

TOTAL EDUCATIONAL AND GENERAL EXPENDITURES BY OBJECT FOR 18 OKLAHOMA STATE COLLEGES AND UNIVERSITIES FOR THE FISCAL YEAR 1968-69
(amounts in dollars)

Institution	Total	Teaching Salaries	Other Prof. Salaries	Non-Prof. Salaries and Wages	Supplies and Materials	Equipment	Books and Periodicals	Communi-cation	Travel	Staff Benefits	Utilities	Printing and Binding	Other Current Expense
Universities:													
OU	21,257,280	9,123,384	3,006,277	4,234,198	2,181,046	359,403	405,013	434,665	164,093	718,104	630,439	-0-	658
OSU	19,528,135	7,317,226	3,550,595	3,780,972	825,026	696,693	367,256	310,047	256,771	745,962	441,603	123,978	1,112,006
Both Universities	40,785,415	16,440,610	6,556,872	8,015,170	3,006,072	1,056,096	772,269	744,712	420,864	1,464,066	1,072,042	123,978	1,112,664
Senior Colleges:													
CSC	5,668,156	3,104,684	480,969	821,877	283,418	168,254	162,237	36,799	23,499	194,823	81,287	43,181	266,928
ECSC	2,175,494	1,175,327	198,599	464,287	88,381	15,563	18,623	16,757	6,927	84,556	51,004	6,586	48,884
NESC	4,206,716	2,148,435	508,711	816,091	141,168	138,872	68,697	50,259	7,583	153,369	129,397	-0-	44,134
NWSC	2,064,911	1,045,879	131,121	407,586	112,924	89,132	26,251	51,225	13,028	68,166	71,886	5,066	42,647
SESC	2,238,796	1,136,685	195,781	356,340	59,730	21,905	33,528	17,792	19,803	95,877	57,700	4,516	239,139
SWSC	3,556,483	1,910,992	322,121	450,241	130,948	227,317	101,818	23,104	12,270	119,411	90,622	6,582	161,057
OCLA	1,138,563	597,709	161,722	156,866	23,799	5,155	17,705	15,602	2,779	42,248	39,071	5,220	70,687
Panhandle	1,330,802	551,752	138,562	333,048	120,701	26,893	23,285	12,626	11,086	13,271	49,608	7,559	42,411
LU	1,378,561	646,351	114,367	392,188	47,097	712	10,270	12,993	14,149	57,582	35,568	13,500	33,784
Cameron	1,749,251	965,968	143,242	219,562	66,337	63,669	47,534	10,693	6,210	77,680	45,230	11,128	91,998
All Senior Colleges	25,507,733	13,283,982	2,395,195	4,418,086	1,074,503	757,472	509,948	247,850	117,334	906,983	651,373	103,338	1,041,669
2-Year Colleges:													
Connors	457,737	178,590	58,250	103,971	28,945	5,219	9,485	5,791	2,105	18,857	23,757	2,132	20,635
Eastern	813,915	380,392	81,765	158,217	40,728	21,602	5,871	13,054	2,830	33,550	33,003	4,263	38,640
Murray	558,646	277,155	56,751	100,402	29,821	24,323	2,472	5,288	6,389	29,760	4,120	542	21,623
NEOAMC	1,401,594	679,501	113,214	241,337	97,944	74,430	15,005	13,765	9,080	54,424	41,021	6,298	55,575
NOC	653,784	298,585	88,037	108,954	42,876	22,563	6,931	10,212	4,081	28,700	21,683	1,029	20,133
OMA	525,942	269,917	97,228	55,536	10,260	5,130	3,841	8,542	4,444	19,274	11,721	14,159	25,890
All 2-Year Colleges	4,411,618	2,084,140	495,245	768,417	250,574	153,267	43,605	56,652	28,929	184,565	135,305	28,423	182,496
All Institutions	70,704,766	31,808,732	9,447,312	13,201,673	4,331,149	1,966,835	1,325,822	1,049,214	567,127	2,555,614	1,858,720	255,739	2,336,829

1968-69. Trends in source of income over the past several years reveal that student fees continue to rise in relation to other sources. In 1965-66, student fees constituted 23.5 per cent of total educational and general income in the eighteen State System institutions: In 1968-69, student fees made up 34.8 per cent of the total. In 1965-66, state appropriations accounted for 61.1 per cent of total educational and general income; in 1968-69, state appropriations accounted for only 57.4 per cent of the total.

Percentage Relationships of Income

The per cent of income from student fees, as shown by Table 34, varied among the institutions. The range was from 20.4 per cent at Connors to 39.5 per cent at Cameron. Even among institutions of like type in the State System, considerable variation existed as to the per cent of total educational and general income from student fees. Among the senior colleges, percentages ranged from 22.3 at OCLA to 39.5 per cent at Cameron. The two-year institutions reported a range from 20.4 per cent at Connors to 33.7 per cent at OMA. OU had 36.5 per cent of its income from student fees while OSU had 34.0 per cent. Student fees provided 34.8 per cent of the total educational and general income in all institutions combined.

A rather wide range of percentages is shown for income from state appropriations as has been true in previous years. Percentages of income from that source ranged from 52.1 per cent at OU to 76.0 per cent at Connors. Due to many factors, it is not appropriate to assume that percentages of income from state appropriations should be the same even among institutions of like type. Institutions vary a great deal in the amount of money received from sources other than state appropriations, and this factor, along with others, has a definite effect on percentage relationships. However, it is significant that each institution in the State System is dependent on state appropriations for the major portion of educational and general income.

Higher Education Faculty as a Resource

The previous portion of this chapter has dealt with trends in financial resources with regard to Oklahoma higher education. The latter portion will treat faculty as a resource. It has already been noted that higher education is a "labor-intensive" industry, in that labor costs account for an extremely high percentage of total costs for educating young people in colleges and universities. Because of this fact, it is important that the quantity, and particularly, the quality of the faculty in Oklahoma higher education is adequate to facilitate high performance.

As indicated by Table 35, the number of full-time-equivalent faculty at institutions in The Oklahoma State System of Higher Education totaled 3,682 for 1968-69, including 651 professors, 536 associate professors, 813 assistant professors, 1,117 instructors, and 564 others. Professors constituted 17.7 per cent of the total, associate professors, 14.6 per cent, assistant professors, 22.1 per cent, instructors, 30.3 per cent, and others, 15.3 per cent.

It is rather significant that the number of full professors in the State System outnumbers associate professors by 115. This raises a question with regard to past staffing patterns at these institutions. For example, if too high a proportion of the faculty is given the rank of professor with a correspondingly low percentage distributed among the lower academic ranks, then almost inevitably the average faculty salary in the highest rank will be proportionately less rewarding than those in the lower rank. According to Dr. John Dale Russell,

> It can be easily demonstrated that a given faculty salary budget with a ratio of 20 per cent professors to 80 per cent in the lower ranks can yield a much higher average salary at all ranks than the same amount of money distributed in the faculty where 40 per cent hold the rank of professor and only 60 per cent in the lower ranks. This is a simple mathematical fact that most often is ignored in institutions, particularly among those that are tempted to give promotions in rank in lieu of salary increases. This is a pernicious practice and should never be followed, for the highest rank should not only indicate a degree of scholarly

TABLE 33

TOTAL EDUCATIONAL AND GENERAL INCOME BY SOURCE FOR 18 OKLAHOMA STATE COLLEGES AND UNIVERSITIES FOR THE FISCAL YEAR 1968-69
(amounts in dollars)

Institution	Total	Student Fees	State Appropriations	Federal Appropriations	Gifts and Grants	Sales and Services of Educ. Depts.	Organized Activities	Other Sources
Universities:								
OU	$20,975,526	$ 7,649,827	$10,924,783	$ --	$ 973,990	$ 7,860	$ 82,965	$1,336,101
OSU	18,848,769	6,402,376	10,471,025	227,001	901,906	315,490	315,844	215,127
Both Universities	$39,824,295	$14,052,203	$21,395,808	$227,001	$1,875,896	$323,350	$398,809	$1,551,228
Senior Colleges:								
CSC	$ 5,579,200	$ 2,122,977	$ 3,366,327	$ --	$ 22,356	$ 359	$ 11,958	$ 55,223
ECSC	2,162,153	695,036	1,427,874	--	20,732	1,140	--	17,371
NESC	4,079,228	1,494,416	2,564,284	--	4,415	308	--	15,805
NWSC	1,966,389	754,542	1,176,702	--	--	2,094	19,960	13,091
SESC	2,023,994	738,190	1,163,628	--	--	2,452	--	119,724
SWSC	3,366,549	1,248,777	2,039,043	--	25,342	23,332	--	30,055
OCLA	1,127,497	252,122	839,711	--	2,500	--	7,575	25,589
Panhandle	1,269,708	404,174	769,942	--	--	1,606	84,524	9,462
LU	1,248,716	379,065	804,819	25,222	9,621	105	11,728	18,156
Cameron	1,761,873	696,820	954,664	--	58,820	--	11,782	39,787
All Senior Colleges	$24,585,307	$ 8,786,119	$15,106,994	$ 25,222	$ 143,786	$ 31,396	$147,527	$ 344,263
2-Year Colleges:								
Connors	$ 462,193	$ 94,128	$ 351,147	$ --	$ 3,476	$ 117	$ 7,988	$ 5,337
Eastern	808,118	185,076	550,465	--	47,090	--	9,885	15,602
Murray	590,002	131,113	409,613	--	12,381	--	27,811	9,084
NEOAMC	1,346,583	366,800	860,392	--	84,745	300	26,763	7,583
NOC	703,462	180,263	496,592	--	24,801	--	--	1,806
OMA	545,617	184,150	354,028	--	1,415	--	--	6,024
All 2-Year Colleges	$ 4,455,975	$ 1,141,530	$ 3,022,237	$ --	$ 173,908	$ 417	$ 72,447	$ 45,436
All Institutions	$68,865,577	$23,979,852	$39,525,039	$252,223	$2,193,590	$355,163	$618,783	$1,940,927

TABLE 34

PERCENTAGE DISTRIBUTION OF TOTAL EDUCATIONAL AND GENERAL INCOME TO SEVEN SOURCES FOR 18 OKLAHOMA STATE COLLEGES AND UNIVERSITIES FOR THE FISCAL YEAR 1968-69

Institution	Total	Student Fees	State Appropriations	Federal Appropriations	Gifts and Grants	Sales and Services of Educ. Depts.	Organized Activities	Other Sources
Universities:								
OU	100.0	36.5	52.1	--	4.6	--	0.4	6.4
OSU	100.0	34.0	55.6	1.2	4.8	1.6	1.7	1.1
Both Universities	100.0	35.3	53.7	0.6	4.7	0.8	1.0	3.9
Senior Colleges:								
CSC	100.0	38.1	60.3	--	0.4	--	0.2	1.0
ECSC	100.0	32.1	66.0	--	1.0	0.1	--	0.8
NESC	100.0	36.6	62.9	--	0.1	--	--	0.4
NWSC	100.0	38.4	59.8	--	--	0.1	1.0	0.7
SESC	100.0	36.5	57.5	--	--	0.1	--	5.9
SWSC	100.0	37.1	60.5	--	0.8	0.7	--	0.9
OCLA	100.0	22.3	74.5	--	0.2	--	0.7	2.3
Panhandle	100.0	31.8	60.6	--	--	0.1	6.7	0.8
LU	100.0	30.4	64.4	2.0	0.8	--	0.9	1.5
Cameron	100.0	39.5	54.2	--	3.3	--	0.7	2.3
All Senior Colleges	100.0	35.7	61.5	0.1	0.6	0.1	0.6	1.4
2-Year Colleges:								
Connors	100.0	20.4	76.0	--	0.7	--	1.7	1.2
Eastern	100.0	22.9	68.1	--	5.8	--	1.2	2.0
Murray	100.0	22.2	69.4	--	2.1	--	4.7	1.6
NEOAMC	100.0	27.2	63.9	--	6.3	--	2.0	0.6
NOC	100.0	25.6	70.6	--	3.5	--	--	0.3
OMA	100.0	33.7	64.9	--	0.3	--	--	1.1
All 2-Year Colleges	100.0	25.6	67.8	--	3.9	0.1	1.6	1.0
All Institutions	100.0	34.8	57.4	0.4	3.2	0.5	0.9	2.8

TABLE 35

NUMBER OF FULL-TIME-EQUIVALENT FACULTY AT INSTITUTIONS IN THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION, 1968-69, BY RANK[a]

Institution	Professors		Assoc. Prof.		Asst. Prof.		Instructors		Others		Total FTE Faculty
	No.	% of Total Faculty	No.	% of Total Faculty	No.	% of Total Faculty	No.	% of Total Faculty	No.	% of Total Faculty	
OU	229.0	25.9	128.0	14.5	161.0	18.2	96.0	10.9	269.0	30.5	883.0
OSU	124.0	15.8	135.0	17.2	197.0	25.1	81.0	10.3	248.0	31.6	785.0
CSC	26.0	9,2	34.3	12.2	103.9	37.0	104.8	37.3	12.0	4.3	281.0
ECSC	20.0	19.4	25.0	24.3	33.0	32.0	25.0	24.3	—	—	103.0
NESC	43.0	22.6	33.0	17.4	47.0	24.8	61.0	32.1	6.0	3.1	190.0
NWSC	14.0	14.8	11.7	12.4	26.5	28.0	42.0	44.5	0.3	0.3	94.5
SESC	14.0	13.9	14.0	13.9	30.0	29.7	43.0	42.5	—	—	101.0
SWSC	26.0	14.1	39.0	21.1	47.0	25.4	73.0	39.4	—	—	185.0
OCLA	10.0	18.0	13.0	24.0	19.5	36.0	11.7	22.0	—	—	54.2
Panhandle	13.2	26.1	8.5	16.1	12.1	19.7	24.7	38.1	—	—	58.5
LU	7.0	9.0	18.0	23.0	20.0	25.0	28.0	35.0	6.0	8.0	79.0
Cameron	7.0	6.0	—	—	6.0	5.0	94.0	76.0	17.0	13.0	124.0
Connors	—	—	—	—	—	—	24.7	100.0	—	—	24.7
Eastern	—	—	—	—	—	—	41.5	100.0	—	—	41.5
Murray	—	—	—	—	—	—	36.0	100.0	—	—	36.0
NEOAMC	—	—	—	—	—	—	80.0	100.0	—	—	80.0
NOC	—	—	—	—	—	—	37.8	100.0	—	—	37.8
OMA	—	—	—	—	—	—	34.5	98.9	0.4	1.1	34.9
Med. Center	40.6	29.9	27.0	19.9	48.7	35.9	5.5	4.0	5.7	10.3	127.5
Geol. Survey	0.5	4.9	3.7	36.3	2.0	19.6	4.0	39.2	—	—	10.2
Vet. Medicine	9.1	37.1	4.0	16.2	7.7	31.5	3.7	15.2	—	—	24.5
Ag. Exp. Sta.	58.0	36.9	37.0	23.6	48.0	30.6	14.0	8.9	—	—	157.0
Ag. Ext. Div.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Okmulgee Tech	10.0[b]	6.8[b]	—	—	—	—	136.3	93.2	—	—	146.3
Tech. Inst. OC	—	—	4.5	19.6	4.0	17.4	14.5	63.0	—	—	23.0
Totals	651.4	17.7	535.7	14.6	813.4	22.1	1,116.7	30.3	564.4	15.3	3,681.6

[a]Faculty are equated to nine-month full-time-equivalent except for the Medical Center. Non-ranked professional personnel are equated to academic rank categories for Agricultural Experiment Station.

[b]Classified as "Department Heads."

SOURCE: Files of the Oklahoma State Regents for Higher Education.

TABLE 36

AVERAGE SALARIES PAID ALL FULL-TIME FACULTY, 1968-69[a]
OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

Institution	Academic Rank								Average Four Ranks	
	Professor		Associate Professor		Assistant Professor		Instructor			
	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
OU[b]	191	$14,978	103	$12,014	164	$10,577	93[c]	$7,053	551	$11,776
OSU[d]	201	15,580	193	12,238	255	10,065	129	7,333	778	11,576
Universities	392	$15,286	296	$12,160	419	$10,265	222	$7,215	1,329	$11,659
CSC	25	$13,942	31	$12,948	103	$10,711	106	$8,523	265	$10,402
ECSC	20	12,389	21	11,118	35	9,519	20	8,428	96	10,239
NESC	42	13,738	20	11,973	49	10,605	80	9,203	191	10,850
NWSC	14	13,870	12	11,121	22	10,524	38	8,585	86	10,295
SESC	14	14,966	14	12,417	30	10,241	43	7,903	101	10,203
SWSC	24	13,163	35	11,189	41	10,449	63	8,217	163	10,145
OCLA	9	10,995	16	9,010	18	8,566	10	7,330	53	8,880
Panhandle	13	10,993	8	10,303	9	9,013	22	8,770	52	9,577
LU	8	11,636	17	10,504	20	9,092	28	7,576	73	9,119
Cameron	7[c]	13,285	1	13,000	6	11,267	94	8,720	108	9,197
Senior Colleges	176	$13,187	175	$11,380	333	$10,235	504	$8,509	1,188	$10,108
Connors	—	—	—	—	—	—	22	$7,666	22	$ 7,666
Eastern	—	—	—	—	—	—	40	8,623	40	8,623
Murray	—	—	—	—	—	—	35	7,353	35	7,353
NEOAMC	—	—	—	—	—	—	75	9,200	75	9,200
NOC	—	—	—	—	—	—	32	8,553	32	8,553
OMA	—	—	—	—	—	—	33	7,376	33	7,376
2-Year Colleges	—	$ —	—	$ —	—	$ —	237	$8,346	237	$ 8,346
All Institutions	568	$14,636	471	$11,870	752	$10,251	963	$8,171	2,754	$10,705

[a]Includes all full-time faculty salaries on a 9-10 month basis. All 11-12 month salaries have been equated to 9-10 month salaries by multiplying the 11-12 month salaries by 9/11.

[b]Excludes University of Oklahoma Medical Center faculty and Oklahoma Geological Survey faculty.

[c]Includes one "Lecturer".

[d]Includes faculty of the General University, Agricultural Experiment Station, and College of Veterinary Medicine.

SOURCE: "Faculty Salaries in The Oklahoma State System of Higher Education, 1968-69" Oklahoma State Regents for Higher Education, Table 1.

maturity which carries special distinction with it, but it should also carry salary rewards.[6]

Table 36 shows a breakdown of faculty salaries in the State System by institution and by rank. Average salaries for full-time faculty in 1968-69 ranged from an average of $14,636 for professor to $8,171 for instructor. By type of institution, state universities averaged $11,659, as compared with figures of $10,108 and $8,346 for state four-year and two-year colleges respectively. During the past five years, average faculty salaries by type of institution have risen by 38 per cent at universities, 48 per cent at four-year colleges, 32 per cent at two-year colleges, and 40 per cent for the State System as a whole.

Student-Faculty Ratios

Estimated student-faculty ratios in the State System ranged from 18.0 at the University of Oklahoma to 31.9 at Northeastern Oklahoma A & M College (two-year) in 1968-69. Among the four-year and two-year colleges, it is interesting to note that the higher the student-faculty ratio of an institution, the higher the faculty salary paid by that institution. In the case of one or two of these institutions, the ratio is so high as to raise questions, perhaps, on the quality of the program.

It may very well be that the high student-faculty ratios at some Oklahoma institutions are to be condemned. On the other hand, there could be situations in which a relatively high ratio could work out to the benefit of the institution. Again, to quote Dr. John Dale Russell,

> There has long been a more or less mythological idea that the number of students per faculty member is inversely related to the quality of instruction. Certainly this is not true within the ordinary limits but when one gets above the limit of 25 to 1 or something in the neighborhood, it does raise the question as to whether faculty members are too heavily loaded and whether they can give the attention to individual students that is necessary for effective instruction. The fact that faculty members in the heavily loaded institutions are better paid than those in the less heavily loaded institutions may merely indicate that the faculty members have chosen this pattern with the administration of the institution rather than one in which they would get less pay and do less work. If so, the high student faculty ratio should be praised rather than condemned.[7]

TABLE 37

STUDENT-FACULTY RATIOS AT INSTITUTIONS IN THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION, 1968-69 AND 1969-70

Institution	1968-69[a] (Estimated)	1969-70[a] (Budgeted)
OU	18.0	17.9
OSU	20.8	19.9
CSC	28.7	26.7
ECSC	28.0	28.0
NESC	31.3	31.2
NWSC	26.6	25.9
SESC	18.5	22.7
SWSC	26.0	25.0
OCLA	18.7	20.9
Panhandle	23.5	23.6
LU	18.1	19.0
Cameron	20.5	22.9
Connors	26.6	27.0
Eastern	30.1	29.4
Murray	21.8	22.9
NEOAMC	31.9	31.9
NOC	28.5	28.0
OMA	22.9	24.5

[a]Fall semester

SOURCE:
"Operating Budget Needs of The Oklahoma State System of Higher Education for the 1970-71 Fiscal Year," Oklahoma State Regents for Higher Education, Appendix C.

6 This comment was made in a recent report from Dr. Russell to the Chancellor of The Oklahoma State System of Higher Education following a visit to Oklahoma.

7 Ibid.

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Chapter VIII

CONCLUSIONS AND RECOMMENDATIONS

The decade of the 1960's in American higher education was a decade concerned primarily with quantity. It was a period when the primary emphasis was placed on providing enough classrooms, laboratories, teachers, dormitories, and parking lots to take care of the heavy influx of new students making their way from the high schools to the colleges. Throughout most of the 1960's, institutional growth was looked upon as a necessary characteristic of a successful public college or university, a virtue to be equated with patriotism in its desirability. For the most part, public policy was designed to enhance institutional growth, both at the federal and state levels, and many public institutions responded by doubling their enrollments during the course of the decade. A few giant universities of 30,000 or more students came into being, and enrollments of 20,000 or more were not unusual. Medium-sized state colleges grew into comprehensive universities, and smaller teachers colleges grew into more comprehensive liberal arts colleges.

It was not until the late 1960's that student growth began to be looked upon as somewhat of a mixed blessing, particularly at the large universities. Although it had previously been accepted that size confers efficiency through economy of scale, it was discovered by the very large institutions that such a rule held true only up to a given size, beyond which point unit costs began to climb upward again.[1] Not only did size sometimes fail to confer efficiency, it sometimes seemed to set the stage for inefficiency and disruption.

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[1] Ralph Tyler, "The Changing Structure of American Institutions of Higher Education," included in "The Economics and Financing of Higher Education in the United States." Reported in The Chronicle of Higher Education, November 17, 1969.

In Oklahoma as in the nation, the public colleges and universities showed unusual growth during the 1960's. Some institutions, notably the four-year colleges, increased by more than 150 per cent, while the universities and junior colleges grew by approximately 70 per cent each. Central State College **added** more than 7,000 students during that decade, and the two state universities added 7,000 each. During the 1960's, the combined institutions of the State System added slightly more than 40,000 students to the 40,000 that were already enrolled at the beginning of the decade, making a total of more than 80,000.

As Oklahoma looks forward to 1980, it appears that the public institutions must be prepared to absorb upwards of 54,000 additional students. Because the existing community junior colleges and the new urban junior colleges in Oklahoma City and Tulsa can be expected to enroll 20,000 students between now and 1980, the eighteen institutions currently comprising the State System will probably be called upon to absorb only about 35,000 additional students over the next decade, slightly fewer than the number of additional students absorbed during the 1960's. That kind of additional load would require institutions to grow by only an average of 2,000 students each, which would not put unusual stress on any particular institution were it spread evenly over the total number of institutions across all of the different academic levels from freshman through graduate level. That, however, is an unlikely event.

The problem therefore confronting the State System is this: given the number of additional students anticipated during the next decade, and given a limited number of institutions and financial resources, what is the best way to allocate students and resources so as to achieve maximum utilitization of institutional capabilities? The State Regents could, so to speak, let the academic market operate, which would mean a return to the conditions prevailing in 1941 when the State System was created. A second, and more rational approach would be to develop an articulated plan whereby each institution's potential energy is harnessed to the fullest, in order to guarantee the best return on the dollars invested by parents and by the state.

It is the responsibility of the Oklahoma State Regents for Higher Education to provide the

framework within which institutions in the State System are free to fulfill their particular functions. The recommendations set forth in this chapter attempt to provide such a framework, to the end that the decade of the 1970's might be devoted to the pursuit of quality on the part of all members in the public partnership. Provided that each institution takes its logical share of the load, all students and all institutions will be benefited. In the event that institutions compete unreasonably for students, programs and resources, neither students nor institutions will thrive. It is therefore encumbent upon each institution to concentrate on those functions and students which it is best fitted to serve.

It should be emphasized that the recommendations in this report do not constitute a master plan for Oklahoma higher education; instead, they are presented to the State Regents as possible building blocks out of which a plan for 1980 might be constructed. Some of the recommendations can be accomplished by the State Regents, while others will be dependent upon the institutions, the Governor, the State Legislature, or the people at large. To all those in positions of responsibility in higher education, these proposals are put forward in the hope that they will be considered carefully, debated fully, and, if worthy, implemented systematically.

Conclusions

1. **Universal Higher Education.** — In the 1950's, only about one-third of the high school graduates in Oklahoma was in college, and the great majority of those students came from the upper one-third of the aptitude distribution. In 1970, two-thirds of the high school graduates are in college, representing roughly two-thirds of the aptitude spectrum. By 1980, universal higher education through the sophomore year of college will probably be the rule, and the aptitude level of the college freshman class will then be approximately that of the general population. Thus women, as well as men, will be proportionately represented; the dull, as well as the bright; the poor, as well as the rich; the minority races, as well as the majority.

Public higher education is now facing the same question that has plagued the public high school for several decades: when all of the children of all the people are enrolled, can their needs be better met in one comprehensive institution, or through an articulated system of institutions? The public schools attempted to solve the problem in one way, while higher education has chosen the latter. In 1962, the State Regents developed the framework for an articulated system of institutions, with each type of institution assigned a particular kind of student and a specialized set of functions to fulfill. To the extent that each institutional type performs its assigned functions in the decade ahead, the needs of all the students will be met. To the extent that institutions shun a particular type of student or a particular function as being unworthy, the total task will not be accomplished, and the state will then find it necessary to create other social institutions to assume part of the burden.

2. **Need for Additional Institutions.** — Oklahoma currently has a sufficient quantity of public institutions to meet the projected enrollment needs of the 1970's, provided that the urban junior colleges recently established in Oklahoma City and Tulsa continue to develop on schedule. Because there is an abundance of four-year colleges, no junior college should become a baccalaureate institution. In like manner, there is not now, nor will there be in the foreseeable future, the need for additional institutions operating at the doctoral level in The Oklahoma State System of Higher Education. The two state universities, together with the University of Tulsa, are capable of meeting Oklahoma's needs for doctoral and post-doctoral programs of education and research through the year 1980, and probably beyond that point.

3. **Lack of Uniformity in Structure.** — There is currently a lack of uniformity in the structure for governmental control — as opposed to coordinating control — in Oklahoma higher education. Five governing boards operate one institution each; one board operates six institutions of like type; and one board operates eight institutions including all types — a complex state university, three four-year colleges, and four two-year colleges. The latter board also governs five other constituent agencies, including a School of Veterinary Medicine and two branches offering technical education.

4. **Emerging Needs for Higher Education.** — One of the most pressing problems currently confronting Oklahoma higher education is the pro-

vision of higher education services to meet the demands of rapidly growing but remote industrial communities. There is an ever increasing need for some system which will allow employees, particularly at the graduate and professional level, to keep abreast of new developments in science and technology. Today, the number of communities desiring additional higher education is confined to a half dozen; in the future it can be expected that such demands will come from a great majority of cities and towns with sizable clusters of business and industry.

5. **Production in Teacher Education.** — Even though Oklahoma's colleges and universities offer a wide range of programs at the bachelor's degree level, teacher education continues to dominate among the fields at that level. Whereas Oklahoma's population comprises about 1.25 per cent of the national population, the state's colleges and universities currently award 2.5 per cent of the nation's degrees in teacher education. Thus, Oklahoma is turning out elementary and secondary teachers at twice the rate of the nation as a whole, while employing public school teachers at the same rate as the nation. Thus far the state has been able to place its teachers in the national market; however, the signs point to a national surplus in the near future. Therefore, Oklahoma colleges and universities must begin to divert their production away from teacher education toward those fields in which employment opportunities are more promising.

6. **Expansion of Graduate Enrollments.** — Graduate enrollments will probably increase more rapidly during the decade of the 1970's than enrollments at any other academic level. The reasons are simple. With the recent increases in baccalaureate degrees conferred, there are more people eligible for graduate study than ever before. Too, programs which formerly required four years for completion are being increased to five years (pharmacy, architecture, engineering, library science), which may be a harbinger of things to come. Teacher education programs in some states have already been increased to five years. However, the factor which may have the greatest impact on graduate enrollments is that the population group of graduate age (25-30) will increase more rapidly over the next decade than any other population group, a whopping 40 per cent. Finally, it is to be expected that post-graduate programs of research and education will make their appearance in a formal way on Oklahoma's campuses during the 1970's. All of these factors in combination foreshadow significant increases for the state universities at the graduate level by 1980.

7. **Langston University.** — Oklahoma, like most other states in the South and Southwest, operates a predominantly Negro institution, Langston University. The future of all such institutions, including Langston, hangs in the balance. Threatening their existence is a combination of things legal, social, educational and political. There are at least two groups — perhaps more — which clamor for the closing of such institutions. One group feels that these colleges should be abolished because they no longer have any function to serve now that black students are free to attend any public institution. Another group thinks that they should be abolished because they perpetuate **de facto** segregation.

On the other hand, supporters of these institutions point out that they serve a student group which would not go elsewhere were such institutions to be closed. Another supporting element, chiefly representative of the black community, feels that with the passing of the predominantly Negro colleges, no institutions will remain which are sensitive to Negro history and culture. This latter group points out that if Langston were abolished, the last black island in a white ocean will have been submerged, and there will then be no solid foundation upon which to build a viable subculture within the larger culture. With no institutional framework left in higher education, many blacks will be shorn of an opportunity to develop a positive self-identity.

There would appear to be at least three choices open to the State Regents in connection with the Langston issue. (1) The functions of the institution could be abolished, in which case the recommendation would go forward to the Legislature that it be closed; (2) The institution's functions could be drastically altered to change it from "predominantly black" to "predominantly white;" or (3) the institution's functions could be enhanced, giving it an expanded role among the institutions of the State System. The Role and Scope consultants have recommended the third option, chiefly for the reason that it gives the young person in the black community a choice. It is not the feeling of the consultants that Oklahoma is attempting to use Langston to keep black students from attending elsewhere, but that the state is trying to present a wider range of choice for those who might want that option.

Recommendations

1. **The functions of the state universities should be modified to place greater relative emphasis on programs of education and research at the upper division, graduate and postgraduate levels, with a corresponding decrease of emphasis at the lower division level.**

Graduate enrollments in the State System are projected to rise by more than 100 per cent during the decade of the 1970's, while upper division students are due to increase by 50 per cent. As the State System institutions responsible for all of the doctor's level instruction and two-thirds of the instruction at the master's level, the universities will need to give added attention to graduate and postgraduate programs in the years ahead. There is currently a strong junior college movement under way in the urban centers of Oklahoma City and Tulsa, which should begin to funnel transfers to the state universities at the upper-division level in the very near future. In addition, there is a growing trend toward lengthening educational programs from four to five years in many of the professional fields of study, which is keeping students in the universities longer at the upper division. Given all these trends and developments, it is unlikely that the universities can accomplish their assigned functions at the upper academic levels without some diminution of emphasis at the lower end of the spectrum.

2. **Lower division enrollments at the state universities should be stabilized at a level approximating the number of lower-division students currently enrolled at these institutions. The policy for admission to the state universities should be revised upward to limit enrollment for first-time-entering freshmen to those students ranking in the upper one-third of their high school graduating class scholastically or who attain a Composite Standard Score on the American College Testing Program which would place them among the upper one-third of high school seniors, based on twelfth grade national norms.**

Unlike some other states, Oklahoma is fortunate that its graduate institutions have been able thus far to accept the majority of lower-division students applying. In 1962, admissions policies were established which restricted freshman enrollment at state universities to those who ranked in the upper three-quarters of their high school graduating class. In the fall of 1967, standards were revised upward to limit enrollment to those in the upper one-half of high school graduates, based on national norms. In spite of those limitations, enrollments in the universities continued to swell. Lower-division enrollments in the fall of 1969 constituted approximately the same percentage of the total enrollment in state universities as they did the fall of 1962, when those institutions operated under open-door policies. The current composition of enrollment by level at these institutions is 45 per cent lower, 35 per cent upper, and 20 per cent graduates.

It should be emphasized that if the State Regents implement this recommendation, it will mean a long-term commitment to the state universities to fund their upper-division and graduate programs at actual cost, which admittedly has not been the case in the past. Also, it will probably become necessary, as graduate enrollments increase, to make provision for subsidizing graduate students who might otherwise have earned part of their income from teaching freshman and sophomore students. However, two other potential sources of support for graduate students may become available. The federal government is increasingly recognizing its obligation to assist graduate students at universities, since these individuals become highly mobile when educated. Graduate students, particularly at the doctoral level, are being looked upon not as a state resource, but rather a national resource — and therefore also a national responsibility. Too, graduate students in the future may be able to earn a part of their income from intern or part-time teaching in the urban junior colleges, a device which is becoming increasingly popular in some states.

3. **The functions of the six state colleges should be modified to place greater relative emphasis at those institutions on programs of education and research at the upper division and master's levels. The state colleges should diversify their baccalaureate programs to emphasize programs in liberal arts, business and service areas, with a corresponding decrease of emphasis in teacher education programs.**

The evolution of the six state colleges has followed the typical pattern for that type of institution in American higher education. Established as normal schools, they grew into teachers colleges in the 1920's, and emerged as state colleges in the 1950's, broadening their curricula at the baccalaureate level to encompass liberal arts subjects, and adding a fifth-year program designed to prepare master teachers for elementary and secondary schools. Today, these institutions are at the crossroads. Oklahoma currently has a sufficient number of institutions at the doctoral level, which blocks the path toward further evolution in that direction. To proliferate additional institutions at the doctoral level would be a wasteful expenditure of state funds, even though such a movement might be desirable from an institutional standpoint. To paraphrase John Folger, what is needed at this point in history is not more universities, but undergraduate institutions concerned with doing a good job of being undergraduate institutions. But the problem of maintaining thriving state colleges which have been cut off from their doctoral aspirations is a challenging one.

One of the most critical problems confronting the state colleges is the development of strong upper-division programs in fields other than teacher education. The national market has almost dried up in that profession, which means that if the state colleges want to place their graduates in the future, they will have to turn their attention to the development of strong programs in the liberal arts, as well as in fields such as business, health services, recreation, tourism, and the like. Each institution should choose an area of emphasis within which it can excel, and avoid proliferating into a number of areas without adequate strength to reach excellence in any program. At the same time, there will always be a market for a reasonable number of teachers for the elementary and secondary schools. In teacher education particularly, state colleges should turn their attention from quantity to quality. The outcome of such a program could provide Oklahoma with infinitely better schools in the future.

4. **The policy for admission of first-time-entering students at the six state colleges should be revised to limit admission to those students who rank in the upper one-half of their high school graduating class scholastically, or who attain a Composite Standard Score on the American College Testing Program which would place them in the upper one-half of high school seniors, based on twelfth-grade national norms.**

It is generally agreed that the upper one-half of the high school graduates have the capability to complete a rigorous baccalaureate program. Provided that the baccalaureate institutions enroll as freshmen only those whose educational aspirations include the completion of a baccalaureate degree, and whose chances of persisting to graduation are high, there will be room in these institutions to accept all students who desire to enroll by transfer at the upper division or graduate levels.

In the past, some of the state colleges, being regional in nature, have served the function of junior colleges, enrolling most of the students in their respective geographic areas, regardless of whether those students were capable of doing strong college-level work, and regardless of the fact that the programs of study at the state colleges were often not appropriate for students' abilities and interests. In the future, it may be possible for such students to attend junior colleges or other institutions more suited to their needs; in some geographic areas, however, some students not meeting the qualifications for admission to the state colleges as proposed here may have to continue enrolling at such institutions for a limited time. It is therefore suggested that this recommendation be implemented on a scheduled basis, taking into consideration the geographic location of individual colleges, as well as the availability of junior college education in the areas concerned.

5. **The functions of the four state senior colleges should be revised to place greater emphasis on programs of education at the upper division level. These institutions should seek to diversify their present programs to provide more opportunity for students in baccalaureate programs not related to teacher education.**

The state senior colleges — Cameron State Agricultural College, Langston University, Oklahoma College of Liberal Arts, and Panhandle State College — are all alike in the sense that all are four-year colleges. Otherwise, however, each of these insti-

tutions is unique. None of them is what it once was, and all are still in process of transition. Oklahoma College of Liberal Arts was formerly a woman's college, and is now an experimental institution. Its mission and future have been adequately covered in other publications, so that no elaboration with regard to it is necessary. Langston University is the subject of a separate recommendation in this report. Cameron State Agricultural College, formerly a two-year college, was changed to a four-year institution in 1967, and will graduate its first four-year class in 1970. It is presently engaged in making a successful transition from an accredited junior college to an accredited baccalaureate degree institution, and most of its energies will be expended in that direction in the next few years. At Panhandle State College, formerly an agricultural two-year college which attained four-year status in the 1920's, agriculture and the mechanic arts are given considerable emphasis, although its total program of studies includes the usual fields of undergraduate education.

The situation facing the senior colleges is somewhat analagous to that discussed in relation to the six state colleges. Both types of institutions must shift their emphasis away from teacher education toward those programs more necessary and relevant for the 1970's.

6. **The policy for admission of first-time-entering students at the senior colleges should be revised upward to limit admission to those students who rank in the upper two-thirds of their high school graduating class scholastically, or who attain a Composite Standard Score on the American College Testing Program which would place them in the upper two-thirds of high school seniors, based on twelfth-grade national norms.**

The change in the admissions standards for the senior colleges proposed here does not affect Oklahoma College of Liberal Arts, which institution has a unique policy consistent with its individual functions. It is also probable that Langston University may wish to suggest a new policy consistent with the change in functions which is being recommended in this report, provided that the State Regents adopt the recommendation.

7. **The functions of two-year colleges and community junior colleges should be revised to place primary and ultimately exclusive responsibility in those institutions for students whose objectives do not include the completion of a baccalaureate or higher degree. These institutions should be encouraged to develop comprehensive programs, including general education, transfer, vocational-technical, adult education, community service, and remedial programs.**

Although the functions and programs with regard to junior college education in Oklahoma are being treated in a companion report to the Role and Scope Study, the basic outlines of the functions being recommended in the junior college study are summarized and presented here. Provided that there is universal higher education through the thirteenth and fourteenth grades in Oklahoma by the close of the 1970's, the two-year institutions will need to become comprehensive in order to meet the diversified needs of the communities in which they operate. Only if they become truly comprehensive can the State System function as an articulated structure, with each institution and each institutional type playing its role in the plan.

8. **The State Regents should, in cooperation with institutions in Oklahoma higher education, develop a system of televised instruction designed to meet the needs of business and industry in rapidly growing industrial communities. Opportunity for study and for earning resident credit should be provided through a coordinated system of graduate education centers linked to major industrial communities with "talkback" arrangements.**

Recently there has been a rash of requests to the State Regents from rapidly growing industrial communities seeking additional educational opportunities for their citizens, either through the aegis of a new community junior college or through a "branch campus" or "resident center" of an existing university or college. The current study therefore included within its design the problem of how to deliver additional educational services to burgeoning industrial communities in the

most efficient and effective manner. Various alternatives were pursued and considered, both singly and in combination with other methods. It was concluded that the state could ill afford to establish a series of branch campuses which would ultimately become separate institutions, each with its own administration, physical plant, library, and resident faculty. Rather, the best way of taking expensive and scarce resources off-campus was through a combination of extension classes and televised instruction. At present, the televised instruction would serve chiefly graduate and professional needs; in the future, however, it might be expanded to meet other needs not being adequately served by on-campus or extension classes.

9. The formula used by the State Regents in arriving at the budgetary needs of institutions should be revised to give greater recognition to the actual costs of instruction by academic level and by educational program. The State Regents should continue to work toward improvement of the budget formula as cost data become available and as functions and programs at institutions are changed.

In recent years, the State Regents have revised their formula for determining the operating budget needs of institutions in order to reflect cost differentials by level of program. For example, different student-faculty ratios are used in computing the number of teachers needed at the lower-division level as compared with upper-division and graduate levels. To some extent, also, the kinds of educational programs offered by institutions are taken into account, as in the instance where a lower student-faculty ratio is allowed for technical programs than for liberal arts programs. However, much more needs to be done in altering the formula so that it reflects the individual needs of institutions, rather than the needs of institutions by functional type.

Provided that the State Regents adopt the recommendations contained in this report with regard to revision of the functions and programs of institutions in the State System, major revisions in the budget formula will immediately be called for, some of which have already been pointed out. Cost data by institution, by level, and by program must be obtained for each budget agency in the system, and those cost data must then be applied on an individual basis for each agency to arrive at its peculiar needs. The task will not be easy, but the research to accomplish it is already under way as a consequence of a directive from the State Regents to their staff within the past few months. At the conclusion of the Role and Scope Study, the full resources of the staff can be brought to bear in attacking this very important problem, perhaps the most important problem confronting the State System in the decade ahead.

10. The State Regents should revise their policy on off-campus classes to provide for a more coordinated and effective system of extension offerings throughout the state. The two-year colleges in the State System should be utilized to offer lower division classes in their respective areas. The state colleges and senior colleges should be given greater responsibility for upper-division and master's level classes in their respective areas. The state universities should continue to provide statewide extension offerings in those fields of study and for those geographic areas not adequately served by other institutions, with particular attention to offerings at the graduate and professional levels.

The functions of two-year colleges in Oklahoma currently do not permit these institutions to extend their educational programs off the campus, even though they may have the courses and the faculty sufficient to meet the needs of nearby communities for educational service. It would seem reasonable for these institutions to be utilized in their respective areas whenever they have the capabilities to perform a needed educational service, rather than expect a four-year institution or a state university located farther away to take care of the need. In like manner, four-year colleges not now functioned to offer extension work in their respective areas could meet the needs of part-time adult students who are unable to come to the campus for classes.

The state universities should continue to maintain a statewide capability to provide extension classes in specialized program areas and in those

locations not served by a nearby institution. Also, the universities would continue to have primary responsibility for graduate and professional classes on a statewide basis.

11. Upon the publication of the statewide long-range educational plan to be developed by the State Regents in the fall of 1970, each institution in the State System should develop a long-range educational plan consistent with the statewide plan which would contain the institution's educational programs proposed to be developed over the decade of the 1970's. Upon the approval of its master plan by the State Regents, each institution should work systematically toward the development of its long-range program on a scheduled basis.

At present the State Regents receive proposals from institutions for the establishment of new courses and educational programs twice each year. Often these proposals are far-reaching and, if approved, commit both the institution and the state to a considerable outlay of funds, both current and capital, over a long period of time. Since the lead time for submission and consideration of new programs is only two months, there is often not adequate time for State Regents' staff and academic officers of institutions to give appropriate study to proposals, resulting either in delay or in too-hasty approval of programs, neither of which is desirable.

It is recommended that each institution, after the State Regents publish their long-range educational plan for the decade of the 1970's, prepare and submit to the State Regents a campus master plan of educational programs proposed to be developed during the 1970's consistent with the statewide plan. Following State Regent's approval of the campus educational plan, institutions would be able to work systematically toward building the physical plant required for new programs, developing needed laboratory or other facilities, recruiting faculty, and adding needed courses for approved programs on a scheduled basis.

12. The State Regents should create an ad hoc committee composed of representatives of both public and private higher education to study and advise with respect to policy and definitions in Oklahoma higher education relating to standards of education such as the academic semester, the academic trimester, student-credit-hour, and other such matters. In addition, the committee should study and advise regarding the feasibility of establishing a uniform academic calendar for all institutions in Oklahoma higher education, particularly as such a proposal would relate to standards of education.

Periodically, higher education goes through a season of calendar changes, during which times institutions change their academic calendar from the "semester" plan to the "quarter" plan to the "trimester" plan and back again to the original version. During these times of change there is always confusion, both within individual institutions and among all institutions in a state or a system. Such a time of change is occurring in Oklahoma higher education at present, with some institutions operating on the trimester plan of organization, some on the traditional semester plan in which the first semester carries through the Christmas holidays into January, and still other institutions on a modified semester plan in which the first semester closes just before the Christmas holidays.

A review of institutional calendars reveals that there is wide variation in the number of days scheduled to be taught in the first semester by one institution as compared with the number of days scheduled to be taught by another institution. Not only that, there is also wide variation within the same institution between the number of days scheduled to be taught in the first semester as compared with the second semester.

Since the State Regents are responsible for determining standards of education in the State System, and since the organization for administration of the academic calendar is an important matter in determining the quality and quantity of the semester-hour content of courses and programs, it is suggested that the State Regents appoint an ad hoc committee to study and advise them with regard to the standards of education which should be respected and maintained in connection with calendar change and reform.

13. **There should be appointed an advisory committee composed of academic officers from institutions in the State System to study and to advise the State Regents in connection with the approval of new graduate programs at institutions. Also, as a procedure for reviewing institutional proposals for new doctoral programs, the State Regents should systematically obtain advice and counsel from reputable organizations and individuals outside the State System for the purpose of ascertaining whether such doctoral programs are feasible, and to pass judgment on the quality of the proposed programs.**

In determining the feasibility of establishing new graduate programs at institutions in the State System, there is need for supplementing the staff capabilities of the State Regents' office in formulating judgments as to the societal need for a particular program, as well as with regard to a given institution's capacity for establishing and operating programs. In the case of expensive programs at the professional and doctoral levels, there is also the need to elicit outside counsel and expertise before making long-term commitments of faculty and fiscal resources. It is therefore suggested that no doctoral program be approved until it has been reviewed carefully by knowledgeable individuals or by organizations with expertise in the program area under consideration.

14. **The State Regents should review the whole range of student assistance programs currently operating in Oklahoma, including the so-called "Regents Scholarships," National Defense Student Loan Program, Work-Study Programs, and the like, in order to discover how the various programs are currently operating, to ascertain whether additional assistance should be made available, and to determine how a comprehensive student assistance program including both public and private higher education might be funded and operated.**

The point has often been made that higher education is now so important — to both the nation and to individuals — that to deny educational opportunity is actually to deny open access to the society. Education beyond the high school has become a necessity instead of a luxury, since most business and industry will no longer hire an individual without such education. Access to all of the professions, to an overwhelming number of the managerial positions, to most of the technologies, and to many of the trades is now gained only through advanced education. Thus all young people regardless of occupational or professional objectives, need at least some advanced education or training.

Historically, higher education opportunity has been confined chiefly to the affluent, even though public education has theoretically been open to all. For those who have had much in the way of financial resources and opportunity, the state has typically provided even more. For those who have had little, the state has provided little. In the past, a man of means could have his son educated primarily at state expense in law, medicine, or one of the other professions, whereas the man of no means was forced to pay out of his meager resources to teach his son to become a butcher, a plumber, or a barber.

Since World War II, the federal and state governments have moved forward to spread equality of opportunity through various programs, including outright grants to students, scholarships, work-study programs, low-cost loans with a partial write-off, and more recently, low-cost loans without a write-off provision. Many state governments have also established grant programs, scholarships, and loan funds.

Because there is a vast number of student assistance programs operating in Oklahoma higher education — with some administered by the institutions, some by the State Regents, some by the federal government, and some by other agencies — it is suggested that the State Regents undertake a comprehensive review of these programs to determine how the needs of both students and institutions on a statewide basis can best be met, taking into consideration all sources of funds, including federal, state, and private.

15. **The organization for governmental control of Oklahoma's public higher education system should be restructured to provide for a**

consistent pattern of institutional governance, in line with one of the following patterns: (a) A governing board for each institution; (b) A governing board for institutions of like functions; (c) A single governing-coordinating board for all institutions; or (d) A separate board for each of the comprehensive universities, and one or more boards for each of the other types of institutions — six state colleges, four senior colleges, two-year colleges.

There is considerable interest in Oklahoma at this time to determine how the structure for control of higher education can be made more efficient and responsive to public needs. Various committees, boards, commissions, and other agencies — legal and quasi-legal, and private — are currently studying higher education to determine how public higher education in other states is organized to provide for the best kind of coordination and administration of higher education at the board level. It is believed that Oklahoma should effect a change in its present structure because of the inconsistent pattern which now exists, whereby some boards govern but a single institution, one board governs a number of institutions with like functions, and one board governs a number of unlike institutions and agencies. Although no definitive type of organizational pattern is recommended in this report, the various options as outlined here are put forward for consideration in the public forum.

16. **The functions of Langston University should be revised to create within that institution an experimental and demonstration center with responsibility for developing new departures in curriculum organization and in instructional technique that would be sensitive to variations of learning styles, attitude, cultural backgrounds, and social aspirations of different groups of the population. Langston should take steps to upgrade its faculty by the addition of new faculty members and by encouraging existing faculty to seek advanced education. Additional assistance funds should be made available to guarantee easy access of students.**

Oklahoma has thus far merited recognition as a state with excellent relationships among its various racial and cultural components. The leadership exerted by Langston University and its former graduates and students has contributed immeasurably to the establishment and maintenance of these relationships. In addition, the institution has been instrumental in raising the educational and cultural level of countless thousands of students in years past who would not have had the opportunity to attend college elsewhere. As Oklahoma looks to the future, it does not seem reasonable to diminish the role of Langston University in the State System, but rather to enhance it in order that the institution might play an even greater part in the years ahead.

17. **The names of institutions in the State System should be changed or modified to make them more consistent with institutional functions. As the State Regents effect modifications in functions of State System institutions, this information should be channeled systematically to the Oklahoma State Legislature, whose responsibility it is to change the names of institutions.**

It is the position of the State Regents that, as far as practicable, the names of institutions in the State System should reflect their functional assignments. Normally, parents and prospective students — as well as those from outside the state — get their original impression of institutions through their names and titles. It is therefore important that consistency of designation be followed. For example, one institution whose functions have recently been modified but whose name has remained unchanged is Cameron State Agricultural College, which is no longer performing a major function in agriculture, and will probably not be engaged in that type of program in more than a perfunctory way in the future. Other institutions are likewise inappropriately designated, and it is therefore suggested that the State Regents inform the State Legislature on a regular basis of any recent changes which have been effected in institutional functions, together with suggestions for accurately designating institutions in accordance with their assigned functions.

18. The State Regents should, in concert with the leadership of private colleges and universities in Oklahoma, explore new avenues of cooperation between public and private higher education, including cooperative ventures in areas such as information sharing, televised instruction, cooperative educational programs, and cooperative planning.

Historically, there has been a mutually helpful relationship between public and private higher education in Oklahoma, to an extent almost unknown in other states. The Constitution of Oklahoma provides that private institutions may become coordinated with The Oklahoma State System of Higher Education under regulations set forth by the State Regents. Private institutions wholeheartedly cooperate with the State System, participating in those activities and programs where it is appropriate, as exemplified by the fact that all private and denominational colleges participated in the Self-Study of Oklahoma Higher Education during a six-year period, sharing information with the public institutions and in turn, receiving information, consultation, and comparative data from the public system.

With the beginning of a new decade in higher education, it is time for a fresh approach to possible avenues of cooperation between the public and private sectors of higher education. More and more, all institutions are coming to be viewed as a single national resource. Oklahoma should also look upon its institutions of higher learning as a single resource with a view toward utilizing this resource for the people in general, and for the good of both partners in the higher education enterprise.

IMPLEMENTATION OF RECOMMENDATIONS

Research and study regarding problems of higher education and recommended procedures for their solution are of value in bringing about needed changes only in the degree to which they are implemented. As a result of several formal expressions by the Oklahoma Legislature — coupled with the State Regents' recognition of the need for improvement in the quality of Oklahoma higher education — the State Regents have engaged in extensive research and planning over the past several months. In their studies, the State Regents have been guided by some of the most capable advisers and consultants in American higher education planning. It is therefore recommended that the State Regents accept this report and adopt its contents as guidelines for decision-making regarding the further improvement of Oklahoma higher education in the decade of the 1970's, with the following steps to be taken immediately for its implementation:

1. Publish the report in printed form and distribute it widely to members of the Oklahoma Legislature, the Governor, institutional administrators, members of the Oklahoma Commission on Education and all other individuals interested in and having a responsibility for planning, development and operation of higher education programs in Oklahoma.

2. Schedule and carry out information forums designed to provide the opportunity for fully communicating the contents of this report to groups and individuals, and for receiving the comments and suggestions of these groups and individuals for possible inclusion in a "master plan" for Oklahoma higher education.

3. Prepare and publish a state plan for higher education designed for the decade of the 1970's containing specific recommendations, policies and procedures, utilizing the results of this research and suggestions growing out of the public forums.

4. Guidelines, recommendations and policies contained in the state plan should then be implemented by the State Regents, institutions, governing boards, the Governor, the State Legislature, and the people.

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APPENDIX A

POLICY STATEMENT ON OFF-CAMPUS CLASSES

The following policy on off-campus classes shall apply at institutions in The Oklahoma State System of Higher Education and it supersedes similar policy statements adopted previously:

1. It is recognized that the most efficient utilization of higher education resources is achieved when institutions in the State System are responsible for, and endeavor to serve the needs of, those within reasonable commuting distance of their own campuses. Thus, off-campus classes conducted by an institution should be supplemental to, and not in duplication of, the offerings of other State System institutions located in the area. Institutions with functions to provide off-campus education should therefore take into consideration the programs of nearby colleges and universities before structuring off-campus classes. Also, institutional representatives should work closely together in order to effect the best possible coordination of off-campus programs.

2. Each geographic location apart from the main campus in which institutions offer instruction should be a self-supporting unit each semester.

3. Institutions conducting off-campus classes should identify each faculty member expected to teach such classes as to whether he is a regularly employed faculty member of the institution, or whether he is an adjunct faculty member hired to teach off-campus classes only. All faculty members will be recommended for appointment by the appropriate academic units; courses taught will be the same as like courses taught on the campus; and students in extension classes must have been formally admitted to some institution of higher education under the "Admission and Retention Policies for the State System of Higher Education".

4. Off Campus classes may be conducted on either a semester or half semester (nine-weeks) basis. In the event that institutions use the half semester system, credit for completion of course requirements must be equated to semester hours for academic record purposes. (Although most colleges and universities will continue to use traditional organizational patterns and teaching methods in conducting off-campus classes, institutions are encouraged to develop innovative organizational patterns and techniques designed to improve teaching and learning performance. Proposed experimental programs should be submitted to the Advisory Committee on Off-Campus Classes for recommendation to the State Regents).

5. Institutional requests for authorization to offer off-campus classes should be filed three times each year in the offices of the Oklahoma State Regents for Higher Education, according to the following schedule:

   a. Not later than July 1 for classes to be offered in the following fall semester or quarter.

   b. Not later than November 1 for classes to be offered the following spring semester or quarter.

   c. Not later than April 1 for the following summer session.

   Announcement of off-campus classes should be made only after requests are reviewed by the Regents' Advisory Committee and approved by the State Regents.

6. In the event that unanticipated requests to conduct off-campus classes are received by institutions after the deadline date for filing such requests, those of an emergency nature may be forwarded to the State Regents' offices. If the request is clearly within the spirit of the State Regents' policy, the Chancellor will refer it directly to the State Regents for their action; or he may convene a special meeting of the Advisory Committee.

7. Each institution operating off-campus classes shall submit student enrollment and other reports to the State Regents' office each semester and at such other times as may be necessary on forms provided for this purpose.

8. Institutions should endeavor to maintain educational standards for off-campus classes comparable to those existing for on-campus classes — faculty, teaching schedules, library, laboratories and other facilities. Existing standards regarding the application of course credit earned in off-campus classes toward meeting the requirements for a degree must be observed.

9. State System institutions should take into consideration the resources available in Oklahoma private colleges and universities in the evaluation of need for off-campus colleges and universities in the evaluation of need for off-campus classes. Representatives from private colleges and universities should be invited to meet with the Advisory Committee whenever the interests of these institutions are involved.

10. **It is considered that the basic purpose of off-campus and extention classes is to provide continuing education for adult part-time students whose educational needs are not being met through the on-campus efforts of any higher education institution in the immediate locale.**

Adopted April 29, 1968

(Underlining indicates amendment to policy.)

APPENDIX B

DEGREE PROGRAMS AVAILABLE IN OKLAHOMA 4-YEAR COLLEGES AND UNIVERSITIES

| Field of Study | Bachelor's | | | | | | | | | | | | | | | | | | | | | | | | | | First Professional | | | | | | | | | | | | | | | Master's | | | | | | | | | | | | | | | | | | |

Degree Programs Offered (Continued)

Field of Study	Bachelor's														First Professional							Master's									Doctor's							
	OU	OSU	OCLA	PAMC	LU	Cameron	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OBU	OCC	OCU	ORU	Phillips	Tulsa	Total Private	GRAND TOTAL	OU	OSU	OCU	ORU	Tulsa	GRAND TOTAL	OU	OSU	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OCU	Phillips	Tulsa	Total Private	GRAND TOTAL	OU	OSU	Total State	Tulsa	Total Private	GRAND TOTAL
BIOLOGICAL SCIENCES (Continued):																																															
Biochemistry		X											1									1							X	X							2				0	2	X	X	2			2
Biological Sci., General		X											1									1																										
Biology, General			X	X	X	X	X	X	X	X	X	X	10		X	X	X	X	X	X	6	16																			X	1	1					
Bio-Statistics																													X								1					1			1			1
Botany, General	X												1						X	X	2	3							X								1				X	1	2	X		1			1
Botany & Plant Pathology		X											1									1								X							1					1		X	1			1
Communication Disorders																																													X				1
Entomology		X											1									1								X							1					1			1			1
Environmental Science																													X								1					1						
Genetics																																														1			1
Microbiology	X	X											2									2							X	X							2					2	X	X	2			2
Natural Science		X		X			X	X	X		X		6			X			X		2	8							X	X							2					2						
Pathology																													X								1					1	X		1			1
Pharmacology																													X								1					1	X		1			1
Physiology																													X								1					1	X		1			1
Zoology, General	X	X											2						X	X	2	4							X	X							2				X	1	3	X	X	2			2
Wildlife Conservation		X											1									1								X							1					1						
Total Biological Sciences	5	12	4	2	1	1	3	3	2	1	2	1	37		1	2	1	1	10	8	23	60							11	7							18			3	3	21	10	6	16			16
BUSINESS & COMMERCE:																																																
Accounting	X	X			X						X		4				X			X	2	6							X	X							2				X	1	3						
Business & Commerce, Gen.		X	X	X		X		X		X	X	X	8	X	X						2	10																									
Banking & Finance		X											1									1																									
Insurance		X											1									1																									
Business Administration	X				X		X		X		X		5			X	X	X	X		4	9							X	X							2	X		X	2	4	X	X	2			2
Finance	X												1							X	1	2							X								1					1						
Law	X												1								0	1																									
Marketing	X	X											2				X			X	2	4							X								1			X	1	2						
Business Management	X	X									X		4				X			X	2	5							X								1			X	1	2						
Personnel		X											1									1																									
Production		X											1									1																									
Economics & Bus. Statistics	X										X		2		X		X			X	3	5							X								1					1						

Degree Programs Offered (Continued)

Field of Study	Bachelor's														First Professional														Master's																Doctor's							
	OU	OSU	OCLA	PAMC	LU	Cameron	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OBU	OCC	OCU	ORU	Phillips	Tulsa	Total Private	GRAND TOTAL	OU	OSU	OCU	ORU	Tulsa	GRAND TOTAL	OU	OSU	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OCU	Phillips	Tulsa	Total Private	GRAND TOTAL	OU	OSU	Total State	Tulsa	Total Private	GRAND TOTAL
BUS. & COMMERCE (Continued):																																																		
Hotel & Restaurant Mgt.		X											1									1																												
Hotel Administration		X											1									1																												
Restaurant Administration		X											1									1																												
Office Administration		X											1							X	1	2																												
Office Management		X											1									1																												
Secretarial Administration		X									X		2									2																												
Secretarial Studies							X	X	X	X	X	X	6			X				X	2	8																												
Total Bus. & Commerce	7	14	1	1	2	1	2	2	2	2	7	2	43	1	2	2	5	1	1	7	19	62							6	2							8	1		4	5	13	1	1	2			2
EDUCATION:																																																		
Specialized Teaching																																																	
Agriculture		X											1									1								X							1					1		X	1			1
Art	X	X									X		3									3							X							1					1	X		1			1
Business & Commercial	X	X			X		X	X			X		6									6							X	X						2					2	X	X	2			2
Coaching & Teacher Prep.	X												1									1							X							1					1						
Dance	X												1									1																											
Distributive		X											1									1							X							1					1						
General Physical Education	X					X					X		3		X		X	X			3	6							X							1					1						
Home Economics		X									X		2									2								X						1					1						
Industrial Arts		X									X		2									2								X						1					1						
Journalism							X						1									1																											
Music	X	X	X	X									4				X		X	X	3	7							X							1				X	1	2						
Recreational Leadership												X	1									1																											
Special Education	X						X						2							X	1	3							X							1				X	1	2	X		1			1
Speech & Hearing Therapy			X										1									1																											
Technical Education		X											1									1								X						1					1						
Trade & Industrial Educa.	X	X											2									2							X	X						2					2						
General Teaching																																																	
Adult	X												1									1																											
Adult-Rural																																																	
Elementary	X	X	X	X	X	X	X	X	X	X	X	X	12	X	X	X	X	X	X	X	7	19							X	X	X	X	X	X	X	X	8	X	X	X	3	11	X	X	2			2
Higher																																												X	X	2			2
Secondary	X	X			X	X	X	X		X	X	X	9		X	X	X	X	X	X	6	15							X	X	X	X	X	X	X	X	8	X	X	X	3	11	X	X	2	X	1	3

Degree Programs Offered (Continued)

| Field of Study | Bachelor's | | |

Degree Programs Offered (Continued)

Field of Study	Bachelor's																										First Professional																Master's																Doctor's							
	OU	OSU	OCLA	PAMC	LU	Cameron	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OBU	OCC	OCU	ORU	Phillips	Tulsa	Total Private	GRAND TOTAL	OU	OSU	OCU	ORU	Tulsa	GRAND TOTAL	OU	OSU	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OCU	Phillips	Tulsa	Total Private	GRAND TOTAL	OU	OSU	Total State	Tulsa	Total Private	GRAND TOTAL
ENGINEERING (Continued):																																																																
Sanitary & Public Health																														X							1						1																				
Systems	X												1									1																																										
Engineering																																																																			
Total Engineering	16	12											28							7	7	35							14	15							29				5	5	34	8	11	19	2	2	21
ENGLISH & JOURNALISM:																																																																	
English & Literature	X	X	X	X	X	X	X	X	X	X	X	X	12	X	X	X	X	X	X	X	7	19							X	X							2				X	1	3	X	X	2	X	1	3
Journalism		X											1		X		X		X	X	4	5								X							1					1							
Advertising-business	X												1							X	1	2							X							1					1							
Agriculture		X											1									1							X							1					1							
General Editorial	X												1									1							X							1					1							
Home Economics		X											1							X	1	2							X							1					1							
News	X												1									1							X							1					1							
Professional Writing	X												1									1							X							1					1							
Public Relations	X												1									1							X							1					1							
Radio & Television	X												1							X	1	2							X							1					1							
Total English & Journalism	7	4	1	1	1	1	1	1	1	1	1	1	21	1	2	1	2	1	2	5	14	35							7	2							9				1	1	10	1	1	2	1	1	3
FINE & APPLIED ARTS:																																																															
Art, General		X	X		X		X	X	X	X	X	X	9		X		X	X	X	X	5	14																			X	1	1						
Art Emphasis	X												1									1																																											
Commercial Art												X	1									1																																											
Drama Emphasis	X												1									1																																										
Music Emphasis	X												1									1																																										
Music		X			X	X	X		X	X	X	X	8	X	X		X	X			4	12																			X	1	1						
Applied																				X	1	1																			X	1	1						
Church (Sacred)	X		X	X									3				X		X	X	3	6							X							1				X	1	2						
Composition	X												1						X	X	2	3							X							1				X	1	2						
Education																																																X		1			1
History	X												1									1																																											
Instrumental												X	1				X		X		2	3																																										
Orchestral Instrumental																	X				1	1																																								
Organ	X		X										2				X				1	3							X							1					1							

Degree Programs Offered (Continued)

Field of Study	Bachelor's																										First Professional																Master's																Doctor's							
	OU	OSU	OCLA	PAMC	LU	Cameron	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OBU	OCC	OCU	ORU	Phillips	Tulsa	Total Private	GRAND TOTAL	OU	OSU	OCU	ORU	Tulsa	GRAND TOTAL	OU	OSU	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OCU	Phillips	Tulsa	Total Private	GRAND TOTAL	OU	OSU	Total State	Tulsa	Total Private	GRAND TOTAL
FINE & APPLIED ARTS (Continued):																																																														
Music																																																													
Piano	X		X								X		3				X		X	X	3	6							X								1				X	1	2																			
Theory	X												1				X			X	2	3							X								1						1																			
Viola & Violoncello			X										1									1																																										
Voice	X		X								X		3				X		X	X	3	6							X								1						1																			
Wind, Percussion & String	X												1									1							X								1						1																			
Speech & Dramatic Arts	X	X	X	X		X	X	X	X	X	X	X	11	X	X	X	X	X	X	X	7	18							X	X							2				X	1	3																			
Acting & Directing	X												1									1																																										
Ballet	X												1									1																																										
Dance (Modern)	X												1									1																																									
Drama																													X								1						1																			
Broadcasting	X												1									1							X								1						1																			
Design & Tech. Production	X												1									1							X								1						1																			
Drama & Speech	X												1									1																																									
Radio & T.V. Production	X	X											2							X	1	3							X								1					X	1	2																			
Pathology																				X	1	1																			X	X	2	2																			
Theatre																				X	1	1																				X	1	1																			
F & A Arts (not classified)	X												1									1							X								1						1																			
Design	X												1									1							X								1						1																			
History of Art	X												1									1																																									
Painting	X												1									1																																									
Photography															X						1	1																																								
Sculpture	X												1									1																																									
Total Fine & Applied Arts	24	4	7	2	2	2	3	2	3	3	6	4	62	2	4	1	10	3	7	11	38	100							14	1							15			1	9	10	25	1		1			1																		

Degree Programs Offered (Continued)

| Field of Study | Bachelor's | | | | | | | | | | | | | | First Professional | | | | | | | | | | | | | | Master's | | | | | | | | | | | | | |

Degree Programs Offered (Continued)

Field of Study	Bachelor's																										First Professional						Master's												Doctor's									
	OU	OSU	OCLA	PAMC	LU	Cameron	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OBU	OCC	OCU	ORU	Phillips	Tulsa	Total Private	GRAND TOTAL	OU	OSU	OCU	ORU	Tulsa	GRAND TOTAL	OU	OSU	CSC	ECSC	NESC	NWSC	SESC	SWSC	Total State	Bethany	OCU	Phillips	Tulsa	Total Private	GRAND TOTAL	OU	OSU	Total State	Tulsa	Total Private	GRAND TOTAL
LAW:																																																			
Law																							X	X	X			3																							
Total Law																							1	1	1			3																							
LIBRARY SCIENCE:																																																		
Library Science					X		X						2									2							X								1						1							
Total Library Science					1		1						2									2							1								1						1							
MATHEMATICS:																																																		
Mathematics	X	X	X	X	X	X	X	X	X	X	X	X	12	X	X	X	X	X	X	X	7	19							X	X							2				X	1	3	X	X	2			2
Statistics																														X							1						1			1			1
Computer Science							X						1									1																												
Total Mathematics	1	1	1	1	1	1	2	1	1	1	1	1	13	1	1	1	1	1	1	1	7	20							1	2							3				1	1	4	1	2	3			3
MILITARY OR AIR SCIENCE:																																																		
Air Science																				X	1	1																												
Military Science		X											1									1																												
Total Military or Air Science		1											1							1	1	2																												
PHILOSOPHY:																																																		
Philosophy	X	X	X										3	X	X		X		X	X	5	8							X	X							2					2	X		1			1
Total Philosophy	1	1	1										3	1	1		1		1	1	5	8							1	1							2					2	1		1			1
PHYSICAL SCIENCES:																																																		
Astronomy	X												1									1																												
Chemistry	X	X	X	X	X	X	X	X	X	X	X	X	12	X	X		X		X	X	5	17							X	X							2			X	1	3	X	X	2			2
Earth Sciences																																																		
Geology	X	X											2						X	X	2	4							X	X							2						X		1			1
Geophysics																				X	1	1																											1
Meterology	X												1									1							X								1				X	1	1						1
Physical Science, General		X											1									1																												
Physics	X	X	X	X		X	X	X	X	X	X	X	11	X	X		X		X	X	5	16							X	X							2			X	1	3	X	X	2			2
Total Physical Sciences	5	4	2	2	1	2	2	2	2	2	2	2	28	2	2		2		3	4	13	41							4	3							7			4	4	11	3	2	5	1	1	6
PSYCHOLOGY:																																																		
Psychology	X	X	X	X		X					X	X	7	X	X		X	X	X	X	6	13							X	X							2					2	X	X	2			2
Clinical																				X	1	1																			X	1	1						
Experimental																				X	1	1																			X	1	1						
General																				X	1	1																			X	1	1						
Industrial																																											X	1	1						
Total Psychology	1	1	1	1		1						1	1	1	1		1	1	1	1	5	10	17							1	1							2			4	4	6	1	1	2			2

Degree Programs Offered (Continued)

| Field of Study | Bachelor's | | | | | | | | | | | | | | | | | | | | | | | | | | First Professional | | | | | | | | | | | | | | | | | | |

Degree Programs Offered (Continued)

| Field of Study | Bachelor's | | |